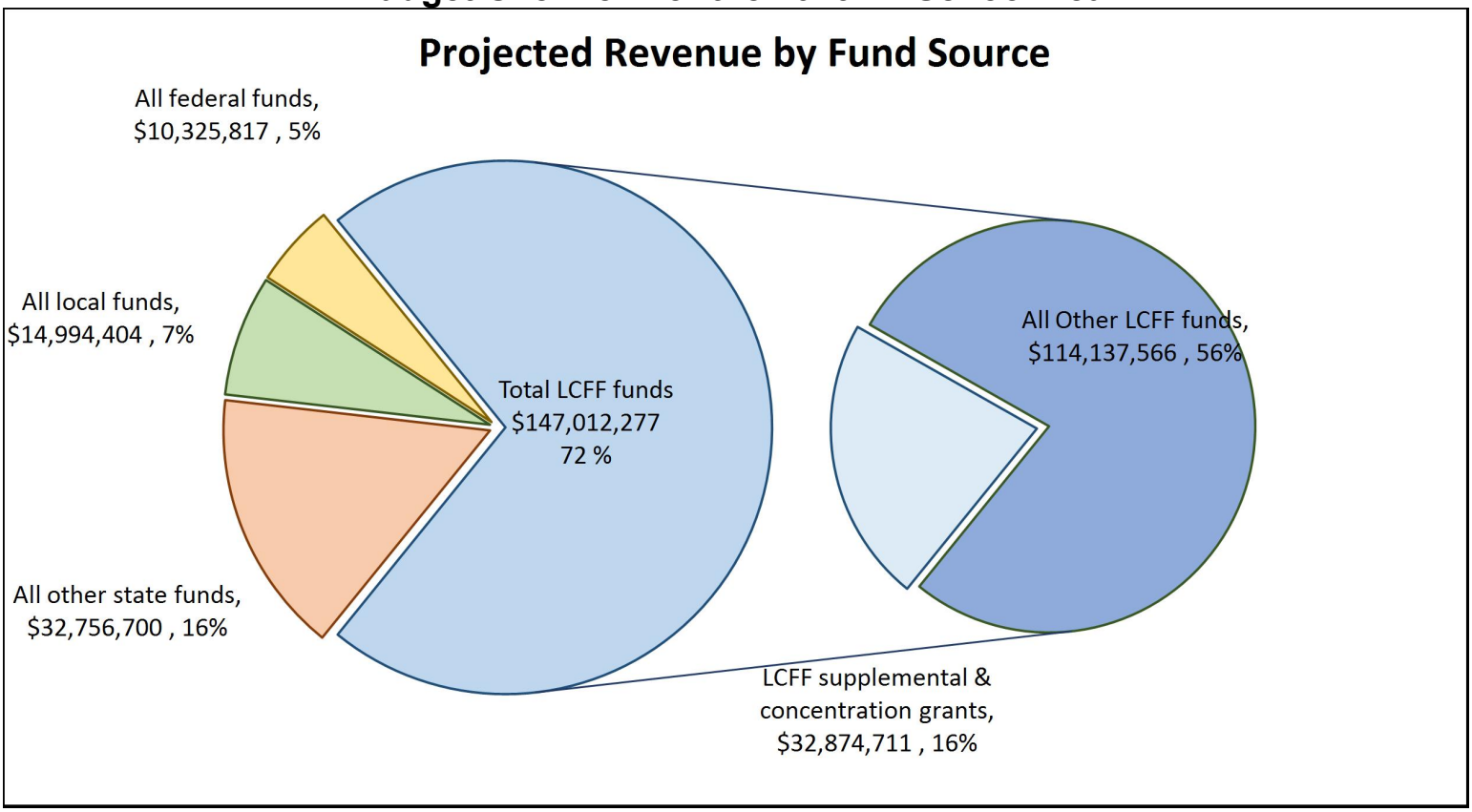
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marysville Joint Unified School District
CDS Code: 58727360000000
School Year: 2026-27
LEA contact information:
Jordan Reeves
Superintendent
jreeves@mjusd.k12.ca.us
(530) 749-6102

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

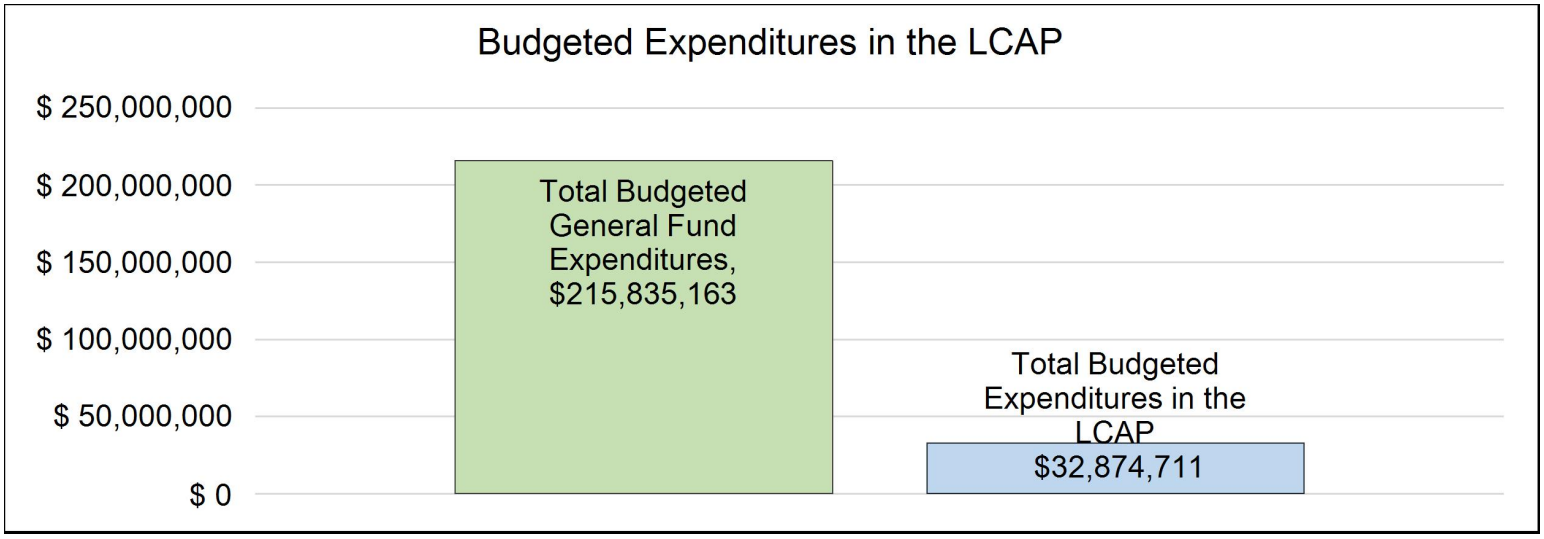


This chart shows the total general purpose revenue Marysville Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Marysville Joint Unified School District is $205,089,198, of which $147,012,277 is Local Control Funding Formula (LCFF), $32756700 is other state funds, $14,994,404 is local funds, and $10,325,817 is federal funds. Of the $147,012,277 in LCFF Funds, $32,874,711 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 Marysville Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Marysville Joint Unified School District plans to spend $215,835,163 for the 2026-27 school year. Of that amount, $32874711 is tied to actions/services in the LCAP and $182,960,452 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

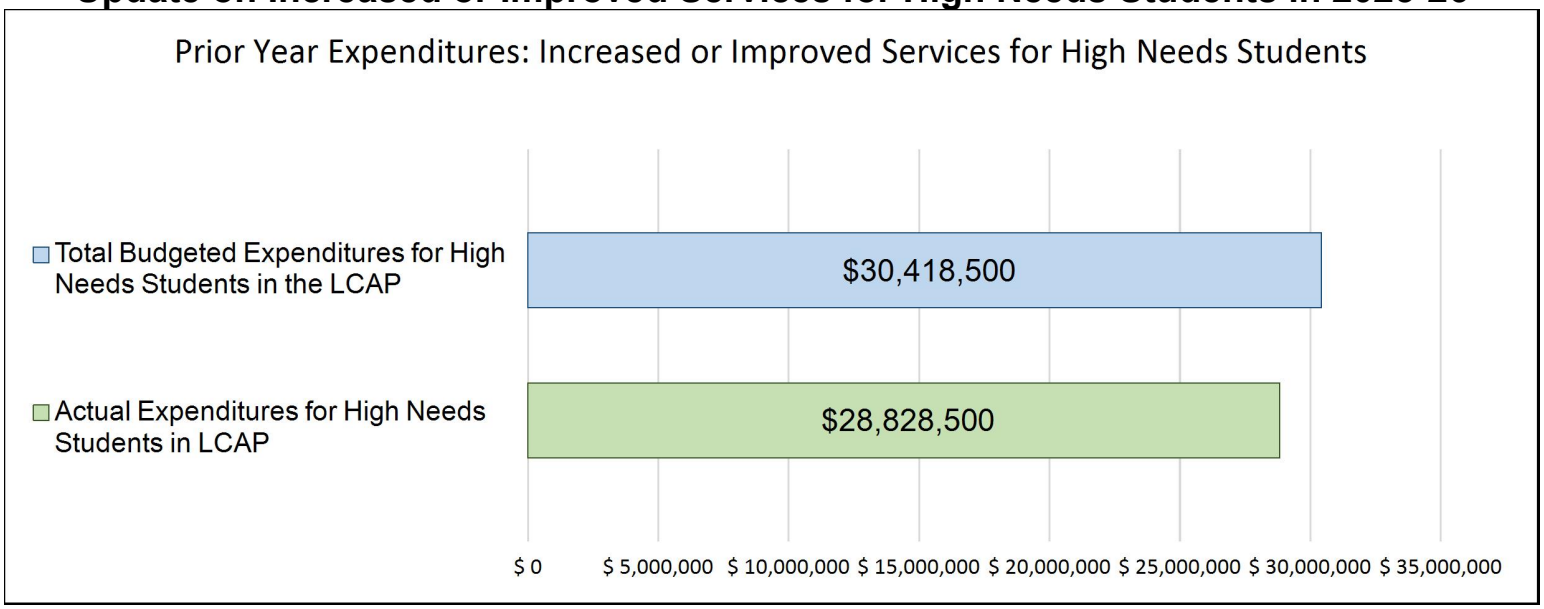
The budgeted expenditures not included in the LCAP will be used for operational expenditures such as base salary & benefits, utilities, Special Education, and Routine Maintenance.

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

In 2026-27, Marysville Joint Unified School District is projecting it will receive $32,874,711 based on the enrollment of foster youth, English learner, and low-income students. Marysville Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marysville Joint Unified School District plans to spend $32874711 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 Marysville Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Marysville Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Marysville Joint Unified School District's LCAP budgeted $30,418,500 for planned actions to increase or improve services for high needs students. Marysville Joint Unified School District actually spent $28,828,500 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,590,000 had the following impact on Marysville Joint Unified School District’s ability to increase or improve services for high needs students:

Some items listed in the 2025-26 LCAP, such as facilities were not spent in the current year, but obligated for facility improvements in the 2026-27 school year.

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
Marysville Joint Unified School District	Jordan Reeves Superintendent	jreeves@mjusd.k12.ca.us (530) 749-6102

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 Marysville area is as rich as its citizens' history. Marysville iwas born from the California Gold Rush and is still evident in many ways. The gold rush that brought people in droves to the fertile agricultural lands of the North Valley represents the dichotomy of the people we now serve. The burden of fiscal growth and environmental sustainability shaped the area's development. The Sawyer ruling of 1884 was the beginning of the end of hydraulic mining for gold, shifting the local industry of the region away from gold mining and towards primarily agrarian efforts. The district has had schools open in the area for over 160 years. MJUSD, as it is known today, was unified in 1966 and covers an area 75 miles from North to South, serving roughly 10,000 students from preschool through grade 12. Starting in 2022-23, MJUSD added an Adult School that rounds out our offerings, making MJUSD a preschool through Adult School Educational Agency. The student population is highly diverse, representing nine groups and over 20 languages and dialects. While this rich history exists, the community struggles with limited industry to produce local jobs.

MJUSD has over 1,400 employees dedicated to improving all our students' school outcomes. Over 500 teachers are in classrooms at the district's various educational facilities, which include 14 elementary schools, three (3) intermediate schools, two (2) comprehensive high schools, one (1) dependent charter school (Marysville Charter Academy for the Arts), two (2) alternative schools, and one (1) Adult School. The district's twenty-two (22) TK-12 schools are all Title I sites, except the small foothill school of Browns Valley. There are currently six (6) small foothill locations. All high schools are located in the valley, and the high school students from the foothill communities can travel upwards of one hour to attend high school.

Below are some quick demographic features of the district during the 2024-25 school year:

Ethnic Diversity (students):
49.3% Hispanic
28% White
3.2% African-American
.5% Filipino
9.1% Asian
1.1% American Indian/Alaska Native
.5% Pacific Islander
6.6% Multi-Racial/Ethnicity
1.7% Not Reported
(Dataquest, 4/20/2026)

The total enrollment data for 2025-26 shows this at 10,452. From 25-26 Dataquest, program enrollment data indicates that the Special Education enrollment is 16.5%, English Learner enrollment is 14.8%, and RFEP is 11%. The 24-25 California Dashboard shows that socio-economically disadvantaged is 74.5%, Foster Youth enrollment is 0.8%, and Homeless Youth is 4.7%. Data indicates that the Hispanic population is growing, and the Hmong and White populations remain consistent. Spanish and Hmong, at 3.69%, are the two primary languages other than English, making these the two most prominent languages in the district.

MJUSD has devoted, high-quality teachers who continually demonstrate a desire to improve educational conditions for all students.

For the 2025-26 school year, MJUSD has four sites that qualify for the equity multiplier: Dobbins Elementary, Yuba Feather Elementary, South Lindhurst, and Abraham Lincoln Independent Studies. As reported through the California Department of Education data system, these schools demonstrate a high non-stability rate (students without stable enrollments) and high socioeconomic disadvantages.

Reflections: Annual Performance

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

During the 2025-26 school year, the district conducted another survey to solicit feedback for the LCAP Goals. With over 496 responses, the data is as follows:
Goal 1: (1) need for strong curriculum support; (2) behavioral support and (3) increased funding for key supports.
Goal 2 :(1) PBIS/SEL (consistency); (2) loss of wellness support; and (3) equitable funding distribution.
Goal 3: (1) expanded course offerings; (2) A/B schedule; and (3) accessing early college and CTE courses.
Goal 4 (1) quality staff to support EL students.
Goal 5: (1) welcoming classrooms; (2) regular communication from school and teacher.

District Level Data

The 24-25 California Dashboard Data shows:
Academic performance: English Language Arts had an overall color of yellow, with students districtwide scoring 47.1 points below standard (an increase of 3.8 points over the year prior); mathematics had an overall color of yellow, with students districtwide scoring 85.6 points below standards (an increase of 4.8 points over the year prior); English Learner Progress had an overall color of yellow, with 45.3% of students making progress; and College and Career had an overall color of yellow with 27.2% (an increase of 2.6% over last year) of the students meeting prepared status.

Areas of concern for the Academic Performance measure are as follows. English Language Arts has three (3) subgroups performing in the lowest indicator of red across the district: English Learners (maintained with .8 points), American Indian (decreased by 11.6 points), and Long-Term English Learners (decreased by 5.2 points). Mathematics had two (2) subgroups performing in the lowest indicator of red across the district: American Indian (decreased of 17.3 points), and Long-Term English Learner (decreased of 8.2 points). English Learners maintained .7% from the previous year districtwide and had no student groups in the lowest indicator of red districtwide. College and Career indicator increased by 2.6% and had no student groups in the lowest indicator of red districtwide.

Academic Engagement Data from CAASPP:
Chronic Absenteeism had an overall color of Yellow (declining 3.8% over the year prior), with no student groups in the lowest-performing indicator of red. The graduation rate was green overall, with no student groups in the lowest-performing indicator of red;. However, the overall color for graduation is green and increased by 2.6% over the year prior.

Academic Conditions and Climate from CAASPP:
The suspension rate was yellow overall, with students districtwide showing a decrease of 0.8% in suspension. Three subgroups performed in the lowest indicator of red in the district: African American (maintained .2%), Foster Youth (increased .7%), and Pacific Islander (increased 10.4%).

Site Level Data

When looking at the data by school site, the following observations were made: Sixteen (16) schools had one or more subgroups with an overall red indicator. The schools are as follows:
Anna McKenney: Chronic Absenteeism- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19
Arboga: ELA, Math- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Cedar Lane: ELA, Suspension- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Covillaud: Suspension- 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Dobbins: Chronic Absenteeism- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19
Edgewater: ELA, Math- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Ella: ELA, Chronic Absenteeism- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Johnson Park: ELA, Math, Chronic Absenteeism, Suspension- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Kynoch: ELA, Chronic Absenteeism- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Abraham Lincoln: College/Career Readiness- 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15

Linda: ELA, Math, Chronic Absenteeism, Suspension- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Lindhurst High: ELA, Math, College/Career- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15
Marysville High: ELA, Math, Suspension- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Olivehurst: ELA, Math, Suspension- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
So. Lindhurst: ELA, EL, College/Career, Suspension- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15
Yuba Gardens: ELA, Math, EL, Chronic Absenteeism, Suspension- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26

When looking closer at the school subgroup data, some specific subgroups at the school sites received a red indicator, but the overall indicator was a color other than red. That data is as follows:

Anna McKenney: Overall Chronic Absenteeism was orange overall, but the Hispanic subgroup was red- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19
Arboga: Overall indicators for ELA and Math were orange overall, but in both the Students with Disabilities subgroup indicators were red- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Cedar Lane: The indicator for Suspension was green overall, but the Two or More Races subgroup had an indicator of red- 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Covillaud: The indicator for Suspension was orange overall, but several subgroups had red indicators which were Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and white- 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Edgewater: The indicators for ELA and Math were both orange overall, but both had red indicators for Students with Disabilities- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6,
Ella: Ella's indicator for ELA was orange, but the indicator for the White subgroup was red. The indicator for Chronic Absenteeism was yellow, but the Students with Disabilities subgroup indicator as red- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19
Johnson Park: JP had an overall indicator that was orange for ELA but with a red indicator for ELs. The indicator for Math was yellow, but with a red indicator for ELs. And while the Chronic Absenteeism indicator was yellow overall, it was red for the Homeless subgroup- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Kynoch: Kynoch's indicator for ELA was yellow overall, but it was red for the subgroup ELs. Kynoch had a yellow indicator for Chronic Absenteeism overall, but the subgroups Hispanic and Homeless were red- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Linda: Linda's Chronic Absenteeism indicator was orange overall, but it was red for subgroup ELs and Two or More Races. As well, Linda's indicator for Suspension Rate was orange overall but red for subgroups Homeless and Two or More Races- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26
Lindhurst High: Lindhurst had overall indicators in orange for both ELA and Math, but had subgroups ELs and Students with Disabilities displaying red indicators as well as the White subgroup for Math- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Yuba Gardens: Yuba Gardens' ELA indicator was yellow overall, but red for subgroup LTELs. Math was orange overall, but red for subgroup Asian. Additionally, Yuba Gardens had Chronic Absenteeism as a yellow indicator overall, but with subgroups Homeless and Two or More Races as red. Last, Yuba Gardens' Suspension Rate was indicated as yellow overall, but subgroups Students with Disabilities and White were indicated

red- 5.1, 5.3, 5.4, 5.5, 5.6, 1.18, 1.19, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.9, 2.11, 2.12, 2.13, 2.18, 2.2, 2.21, 2.23, 2.25, 2.26

MJUSD has four (4) schools that qualify for Equity Multiplier funds: Dobbins Elementary, Yuba Feather Elementary, South Lindhurst High School, and Abraham Lincoln. Goal 7 was added to address the Equity Mulitplier Goal/Actions on the LCAP.

Academic supports for addressing the achievement and learning gaps:

MJUSD conducts annual Universal Screening and Common Formative Assessments for each grade to measure progress in reading, math, and core standards. The district Director of Data and Student Supports evaluates learning gaps during collaboration with Principals. The data shared with Principals are then shared at the site staff meetings to draw schoolwide actions specific to the learning needs and gaps. The district planned on implementing EduClimber as the SES system to expand the data analysis and feedback for sites and departments to coordinate wrap-around interventions, acceleration, and ongoing support of each subgroup and grade level unfortunately due to slowdowns and setbacks with the company and this program MJUSD was unable to utilize EduClimber.

MJUSD has developed a Graduate Profile during the 2022-23 school year, which drives the academic, personal, and interpersonal competencies students should demonstrate when they graduate high school. The Graduate Profile guides decisions and actions so that teachers and administrators can create a learning environment that supports students in achieving the competencies and knowledge identified for 21st-century success in life, work, and society. The Graduate Profile is a clear visualization and road map for teaching and learning priority goals that can be easily communicated and aligned with our collective efforts. The Education Services has used the Graduate Profile to develop an Educational Services 2024-2027 plan targeting MTSS, data analysis, Professional Development, Literacy, and College and Career readiness. The comprehensive guides the development and implementation of actions to address student achievement and learning gaps throughout the three year LCAP.

Academic progress monitoring/core academics:

We continued implementing Renaissance Learning STAR assessments for English Language Arts and Mathematics as a Universal Screener twice a year. This data is used for intervention, acceleration, SSTs, and 504/IEP placements. All K-6 classrooms received licenses for Lexia as a supplemental reading program. This program provides additional practice and support to improve basic reading skills. Teachers were offered professional development in the Fall to support the program's implementation. Site administrators and the Director of Data and Student Improvement monitor usage and progress. From some of our internal measures, we have seen a significant increase in students reading at grade level, from 16% in August to 45% in March in Lexia Core 5. The program offers a combination of instruction, practice, and assessments that help identify the skills and standards students are missing.

This year, MJUSD continued implementation of the UPK-3 Literacy plan. All K-2 teachers have received Enhanced Core Reading Instruction (ECRI) and Comprehensive Literacy training. Paraprofessionals supporting classrooms have also been trained. MJUSD continues to provide comprehensive reading training to teachers in K-5 and reading strategies in content areas for teachers in grades 4-12. TK uses The Creative Curriculum aligned with Preschool Foundations and is a continuation of our district’s Early Childhood curriculum. For 25-26 Kickstart Literacy was added to theTK Literacy curriculum providing early literacy skills based on the science of reading providing a strong transition to ECRI in Kinder.

The district established universal screening across K-12 and trained teachers and administrators on STAR RENAISSANCE. The data from this screening is currently used at sites to place students in intervention and help teachers add additional academic support to their daily lessons. Each site has created a time for intervention, which students access during the school day. In high school, credit remediation and intersessions are provided during and after school. The district offered Edmentum licenses but now will be changing platforms to Subject.com, allowing students to remediate their D/F grades.

The district identified and responded to the district-wide teacher request to bring consistency in content by collaboratively developing the common assessment and identifying Essential Key Standards, including support for EL. These assessments were administered twice a year during the 2025-26 school year. Common formative assessments (CFAs) were developed for TK-6 grade in English Language Arts and Mathematics and grades 7-12 in English Language Arts, Mathematics, Science, and History-Social Science. The Essential Key Standards represent a few focused standards the teachers identified as critical to developing academic proficiency. The two common assessments will monitor and measure students' progress toward the Essential Key Standards. With this data, teachers can create grade-level interventions for struggling students, support students with SSTs and IEP, and support the English Learner reclassification process.

This year, MJUSD offers middle school Honors classes in all core areas. Middle and high school teachers across the district collaboratively aligned content standards to ensure honors courses meet the rigorous expectations as preparation for Advanced Placement courses in high school.

A focus was created districtwide to monitor D/F grades. Credit recovery courses are offered in school, after school, summer school, and during intersessions. Edmentum online courses are used for credit recovery, allowing students to make progress and meet the requirements for the course credit.

To better support our English Learners, MJUSD has offered PIQE courses which 40 families participated in, Family Math Together (60 participants), and Family Leadership Program (30 participants). More importantly, the strategic focus on English Learner achievement plays a key role in developing an integrated, multilayered support system that benefits all students in MJUSD.

Student Supports:

English Learner Supports: To better support the needs of English Learners, MJUSD has expanded its infrastructure by hiring EL Facilitators at school sites and a District Coordinator of EL Programs. This approach strengthens a more sustainable and cohesive system to serve our emerging bilingual students. The district continues to collaborate with schools and families to ensure English Learners receive comprehensive academic and social-emotional support. Ongoing professional development supports teachers in strengthening instructional strategies for English Learners. MJUSD utilizes ELlevation for student data reporting and progress monitoring, and all teachers were offered training on its use. Secondary teachers assigned to Designated ELD courses were offered targeted training focused on Designated ELD instruction and alignment to ELD standards.
MJUSD also prioritizes meaningful family and community engagement through its partnership with PIQE. During the 2025-2026 school year, parents of English Learners participated in PIQE courses including Displaced Families: Community Partners in Academic Success (40 participants), Family Math Together (60 participants), and Family Leadership Program (30 participants). These opportunities reflect the district’s commitment to empowering families as partners in their students’ education. These efforts underscore the district’s commitment to staying current with best practices in bilingual education while fostering a collaborative, informed community that actively contributes to the

success of English Learners. In addition to these outreach efforts and professional development opportunities, the district continues to refine and expand support to ensure equitable outcomes for all English Learners.

Homeless: The MJUSD's HOPE (Homeless Outreach Program for Education) Program advocates for homeless children and their families. We work with school sites to protect the educational rights of students experiencing homelessness, allowing them to enroll in, attend, and succeed in school. HOPE works alongside outreach consultants at each school site to remove barriers to education. We provide school supplies, clothes, shoes, and hygiene items through grant funding and generous community support. We arrange for home-to-school transportation and connect families with school programs. HOPE also refers families to community health, mental health, dental, and other health and welfare services. During the 2025-26 school year, we continued the High 5 Attendance Incentive Program and our monthly Random Acts of Kindness food bag program for students in need. Annually, the district identifies and serves approximately 500 homeless students throughout the school year.

Foster Youth: Students in foster care represent one of the most vulnerable and academically at-risk student groups. The district partners with county agencies and non-profit organizations to ensure these students receive support and services. Foster youth have unique needs and specific educational rights to support their success in school. School counselors provide a site-based connection and support system for our foster youth. If students are placed in homes outside of their home attendance boundaries, we work with the foster family and/or our transportation department to get them transported to their home site. Yuba County subscribes to the Foster Focus data system to offer secure data sharing, education case management tools, and reports for multiple agencies to bring a coordinated approach to serving our foster youth. MJUSD partners with the Yuba County CASA (Court Appointed Special Advocates) Program to support and serve students within our schools.

Special Education: Students with Individualized Education Plans received support and services indicated in any area of identified needs to close gaps and support students' overall growth and development over the 2025-26 school year. The district worked with Supporting Innovative Practices (SIP) this year to bring inclusion training to the district. All 23 MJUSD schools had a team of 3-5 staff members consisting of site administrators, special education teachers, general education teachers and school psychologists, that attended the three day academy. Additionally, school psychologists supported students' social, emotional, and behavioral needs at all levels.
Ongoing staff shortages and support are identified and recruited through direct hire first, then through flexible staffing agency contracts with an emphasis on providing in-person support when available. Working with our bargaining units, stipends were added for ongoing, hard to fill certificated staffing areas. Team meetings were conducted in person, virtually, and through a combination of both methods to accommodate parents' needs and increase the level of meaningful participation for parents. 2025-26 was the third year of MJUSD leading the SDC Preschool Program. Students have increased access to inclusive opportunities in general education preschool classes, and MJUSD has become a SIP demonstration site for inclusive practices. In 2025-26, MJUSD was in year two of overseeing six Extensive Support Needs (ESN) programs in middle, high school, and Yuba College classrooms. Our ESN programs have shown an increase in student access to electives, access to general education peers, and inclusive opportunities for all students. MJUSD also created a kinder ESN classroom to support students the county program was unable to serve due to increased numbers.

Low-SES services: MJUSD continues to support our Low-SES students in various ways. During the 2025-26 school year, we continued services such as Outreach Consultants (ORC) to help organize student support structures. We have several supports in places such as transportation, additional attendance clerks, SARB, SROs, and additional extracurricular and co-curricular opportunities such as athletics and music programs.

After-school program expansion:
Marysville Joint Unified School District (MJUSD) provides a comprehensive Expanded Learning Program funded through a braided funding model that includes both the After School Education and Safety (ASES) grant and the Expanded Learning Opportunities Program (ELO-P). Together, these funding sources support a unified program that serves students across 17 school sites.

Expanded Learning in MJUSD includes:
Before-school and after-school extended day programming
Enrichment classes offered throughout the school year
30 days of intersession programming, including summer learning opportunities
The Expanded Learning Opportunities Program (ELO-P) provides funding for transitional kindergarten through sixth grade students, while ASES supports elementary and middle school after-school programming. “Expanded learning” programs provide before-school, after-school, summer, and intersession learning opportunities that focus on developing students’ academic, social, emotional, and physical needs through hands-on, engaging learning experiences in a safe and supportive environment. These programs are pupil-centered, results-driven, and designed to complement—not replicate—the instructional day, often in partnership with community organizations. The MJUSD Expanded Learning Program (ASES/ELO-P) operates at 17 school sites, including 14 elementary and 3 middle schools. Programs provide a structured extended day that includes academic support, homework assistance, a nutritious supper meal, physical activity, and a wide range of enrichment opportunities.

Enrichment offerings include:
Arts and crafts
Physical fitness and wellness activities
Music and performing arts
Career awareness and service learning
Readers theater and literacy-based activities
STEAM (science, technology, engineering, arts, and mathematics) experiences

Expanded offerings also include innovative programs such as:
Esports
Coding and robotics
Piper Computer Building (STEM)
Entrepreneurship and project-based learning
3D printing and technology integration
Through the integration of ASES and ELO-P funding, MJUSD has significantly expanded access to high-quality expanded learning opportunities. The program now includes before-school services, TK and kindergarten after-school care, intersession programming (30 additional days of learning), and summer sessions. Students have access to a broad range of engaging experiences including intramural sports, arts, coding, robotics, dance, music, and targeted academic support. This comprehensive approach ensures equitable access to enrichment and academic support opportunities that extend learning beyond the school day and support the whole child.

College and Career

College and Career: Improving our standing on the California School Dashboard College and Career Indicator (CCI) is a priority for the MJUSD. The College and Career Department is focused on improving our college-going culture and aligning resources and support for career technical education (CTE), A-G, dual enrollment, and graduation rates. We expect significant gains in these areas as we expand student opportunities. College and career readiness is measured through various matrices, including completing rigorous coursework, passing challenging exams, completing CTE pathway, taking ELA and mathematics assessments, taking advanced placement exams, completing college credit courses, completing A-G courses, earning the State Seal of Biliteracy, and demonstrating military science/leadership.

Dual Enrollment: Dual enrollment allows high school students to take college courses while in high school and earn transferable college credit. Multiple dual enrollment opportunities are available to our students through a partnership with Yuba College. We offer stand-alone dual enrollment courses after school on the high school campuses or as asynchronous courses and an Early College Program where students attend classes at Yuba College and then return to finish the academic day on their high school campus.

The Early College Program started in Fall 2021 and currently serves 9, 10, 11, and 12 grade students. In 2024-25, the Early College program celebrated its first graduates who earned an AA degree while completing high school. This year, we offered after-school courses such as Ethnic Studies, Introduction to Psychology, Bioscience, Administrative Justice, Introduction to Sociology, Business Computer Applications, Introduction to Global Business and Counseling 25 across our high school campuses. Students are also supported when taking college classes outside of their regular school day and during summer sessions to better prepare them for college and career success. Each of these options is designed to meet the diverse needs of our students and enhance access to college and career readiness.

CTE: CTE provides students with academic and technical skills to complement the knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares learners for the world of work by introducing them to workplace competencies and making academic content accessible to students by providing it in a hands-on context. Foundational to CTE are rigorous program standards that ensure high-quality CTE through a program of study involving a multi-year sequence of courses. Pathways integrates core academic knowledge with technical and occupational skills to provide students with a path to postsecondary education and careers. MJUSD offers 25 sequenced pathways in 10 industry sectors between our two comprehensive high schools - Lindhurst and Marysville, Marysville Charter Academy for the Arts, and South Lindhurst High School. Most CTE courses count for college credit and are A-G approved to meet minimum admission requirements for the University of California system. Both high schools are home to a four-year college pathway in partnership with UC Davis. MHS offers the four-year medical pathway, while LHS offers the four-year computer science pathway.

AVID: During the 2022-23 school year, AVID returned to MJUSD. Middle and high schools reintroduced AVID classes to help develop reading, writing, critical thinking skills, and deep content knowledge. AVID elective classes continue to grow in number as we expand the program. AVID provides scaffolded support to educators and students who must be encouraged to succeed in college and career readiness. School teams have attended AVID Summer Institutes for the last two years to prepare for AVID success. Ongoing PD through the Sacramento County Office of Education supports successful AVID implementation. College campus field trips and guest speakers have reinforced the AVID curriculum and inspired to support the college-going culture. 193 Enrollment in AVID courses has grown by 12%.

STEM: A teacher-led initiative to enhance STEM education throughout the district takes flight with coding and robotics as the foundation. A partnership with the Davis C-STEM Program has ignited the initiative from elementary to high school. A cadre of teachers is earning

supplemental computer science authorization through UC Davis to impact the frequency and fidelity of coding and robotics instruction. A four-year engineering pathway will launch in 2024-25 at Lindhurst High School that will embed coding and robotics with mathematics and a complementary engineering elective. Project-based STEM education will prepare students for future college and careers.

School Culture

Social-emotional supports:
Positive Behavior Interventions and Supports (PBIS): MJUSD has continued implementing PBIS in 2025-26. In Fall 2025, two MJUSD schools were awarded Platinum, three Gold, and four Silver Recognitions by the California PBIS Coalition. These awards require schools to submit an application that provides data and evidence of PBIS implementation at each site; they are only granted to those schools that meet specific success criteria. While this is an accomplishment worth celebrating, we must implement PBIS more consistently and broadly across the district so that all schools can receive such awards. Two sites worked closely with the Placer Office of Education to improve their PBIS systems.

SST process: MJUSD has continued using and training staff in the SST process using Aeries interventions. The SST process allows staff to identify struggling students and intervene with additional support as part of an MTSS model. MJUSD currently has 981 SST records across the district. Outreach Consultants have been trained to be experts in using the system. MJUSD also provided training in Beyond SST to administrators, 504 Coordinators, and teachers. This updated, paperless system enables users to share critical information about students more efficiently so that multi-disciplinary intervention teams can collaborate virtually when students need interventions or accommodations.

Outreach Consultants: MJUSD employed 22 Outreach Consultants (ORCs) to support students socially, emotionally, and academically. ORCs have received training in SST and PBIS. ORCs are campus leaders for PBIS and the SST process. This year, ORCs have conducted over 500 SST meetings. The ORCs support over 500 students in our HOPE (Homeless Outreach) program. ORCs support Attendance; A2A data shows that almost all our schools are currently at or over 90% ADA. ORCs also attend SARB Panel Reviews and attend Yuba County Court with Judge Givens to support the SARB process with over 236 students during the 25/26 school year.

Learning Recovery Emergency Block Grant
MJUSD has unexpended LREBG funds that are budgeted until the 2027-28 school year. Based on the needs assessment, MJUSD has focused its attention on three specific areas: accelerating progress to close learning gaps, integrating pupil supports, and providing access to instruction for credit-deficient pupils.

1.12 Director, Educational Services
2.11 Elementary Counselors
3.14 Summer school for high school students to address credit deficiency
5.3 Outreach Consultants

The needs assessment identified nine sites that exhibit low or very low status in English Language Arts (ELA) and fourteen sites that show low or very low status in mathematics. In terms of student groups, MJUSD has several that demonstrate low or very low performance in ELA and/or Mathematics, including African American, English Learners, Foster Youth, Long-term English Learners, Students with Disabilities, Two or more races, Socioeconomically Disadvantaged, Homeless, Asian, Hispanic, and White. In terms of Chronic Absenteeism, MJUSD

had nine schools that exhibited high or very high rates of chronic absenteeism. The significant subgroups for Chronic Absenteeism are Foster Youth, American Indian, and Pacific Islander.

The needs assessment helped to determine how the LREBG funds will best support MJSUD. Funding will be set aside to ensure that our high school students graduate on time by providing summer school, after-school credit recovery, and intersession during non-school days. Supports will be put in place, starting with our youngest learners, by providing school counselors to ensure that social-emotional needs are being addressed, as well as Outreach Consultants to ensure strong home-to-school communication regarding student needs at all grade levels.

Reflections: Technical Assistance

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

MJUSD received support from Yuba County and the California Collaborative for Educational Excellence (CCEE) in various ways, including data analysis and professional development. CCEE and YCOE have worked with MJUSD to investigate our suspension rates at Lindhurst and Yuba Gardens. However, we recognize the need for current and real-time data to support our ongoing work.
The focus on data within the district includes:
Site administrators were provided with data monitoring tools and training to review the expected CAASPP data for English Language Arts, Mathematics, attendance, and discipline.
This tool and professional development allowed the administrative staff to work with sites to understand the academic data at the start of the school year.
Administrators received training to understand the changes in the school dashboard in collaboration with the Yuba County Office of Education.
The Placer County Office of Education supported the district's efforts toward PBIS.

MJUSD level supports offered:

Monthly attendance data is shared districtwide to monitor Chronic Absenteeism.
Credit Recovery is offered to students during the school day, before and after school, intersessions, and summer school to support Graduation Rates.
Common Formative Assessments and Universal Screening occur twice a year.
Implementation of the UPK - 3rd grade Literacy Plan.
Subgroup teacher committees for the UPK-3rd grade Literacy Plan for writing and assessments.
All K-2 teachers have been trained in Enhanced Core Reading Instruction (ECRI)
Implementation of California College Guidance Initiative (CCGI) to monitor A-G requirements for staff and students
Supports for students for completing a College Application
Additional paraeducator support for Early College
Robust before/after school programs and intersessions are offered to support the academic needs of students.
Regular PBIS meetings with district and school staff
Homeless liaison working with our homeless families to provide support for students.
Formed a discipline committee to support schools and attend to the needs of students.

Supports for districtwide student leadership (LEAD team)

The district has demonstrated sufficient progress in meeting the criteria required to exit Technical Assistance and will continue to monitor progress for all student groups.

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.

MJUSD does not have any schools currently 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.

MJUSD does not have any schools currently identified for CSI.

Monitoring and Evaluating Effectiveness

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

MJUSD does not have any schools currently identified for CSI.

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
District Advisory Committee (parents and site principals) 3/12/26; 5/7/26	District Advisory Committee (parents and site principals) 3/12/26; 5/7/26 School sites were asked to submit parent names for the District Advisory Committee. Careful consideration ensured that the committee included more parents than site administrators (AMACE members). This group of Educational Partners was incorporated into the LCAP committee to provide valuable input.
Bargaining Units - MUTA, CSEA, OE3 2/24/26,4/21/26	An email was sent to the presidents of all bargaining units, inviting them to participate in the LCAP committee. Each unit was encouraged to bring two representatives.
District English Learners Advisory Committee (DELAC) 11/13/25; 2/12/26	Each school site that meets the requirement for an English Learner Advisory Committee (ELAC) designates one member to participate in the District English Learner Advisory Committee (DELAC) or a separate district-level committee. This committee utilizes its regularly scheduled meetings to review, discuss, and make recommendations on the LCAP.
Student Advisory (LEAD team) 1/14/26	The district meets with school leadership students throughout the year. These meetings provide an opportunity to engage both middle and high school students in discussions and gather their input on the LCAP.
Yuba County Office of Education	MJUSD staff collaborated with Yuba County Office of Education (YCOE) to review the LCAP and submitted it for review during the month of May.
Yuba County Office of Education - SELPA	SELPA reviewed the LCAP during the month of May.

Educational Partner(s)	Process for Engagement
Equity Multiplier	Equity Multiplier schools convened a parent and staff meeting to discuss the Equity Multiplier and its impact.

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

Through various meetings and feedback from educational partners, MJUSD was able to make changes to the LCAP that reflected much of the input. MJUSD sent a survey out to all parents, staff, and high school students and received 584 responses. This district also participated in community committee meetings, including District Advisory, DELAC, bargaining units, and Student leadership meetings, where feedback was gathered. MJUSD is experiencing deficient spending, which has prompted a critical review of the district's needs. Through all of the feedback and review of needs, positions that might have otherwise been eliminated were determined to be necessary. This resulted in using a combination of LCAP and Learning Recovery funding to continue supporting the positions. In addition, an increase in athletic budgets was deemed necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Academic Performance within an equitable system that addresses the various identified needs of all MJUSD students (Strategic Plan Goal 1 & 2)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MJUSD's academic performance is behind California State Averages on CAASPP testing. MJUSD, in collaboration with all educational partners, developed a Graduate Profile that addresses progress indicators for all K12 students for academic competence as a model to build a framework for problem-solving and making informed decisions to preserve and achieve short and long-term goals. Through this process, MJUSD continues to address academic performance through improved services around teacher professional development, best-first instruction, and MTSS strategies. The district has used common internal assessments and a universal screener across TK-12 in ELA and Math. Developing our K-3 Literacy Plan is leading the way toward developing an integrated approach to instruction and assessment. MJUSD is committed to employing fully credentialed teachers to instruct all students, and all students have access to state-adopted, board-approved, standard-based instructional materials. In addition, data was gathered to determine how Learning Recovery Emergency Block Grant (LREBG) funds can best benefit MJUSD students. The findings demonstrate that further support is needed in three specific areas: accelerating progress to close learning gaps, integrating pupil supports, and providing access to instruction for credit-deficient pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Scores	2022-23 CA Dashboard ELA: 53.3 points below standard	2023-24 CA Dashboard ELA: 50.8 points below standard	2024-25 CA Dashboard ELA: 47.1 points below standard	2025-26 CA Dashboard ELA: 23 points below standard	2024-25 Compared to Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dataquest - met or exceeded standards: 3rd - 25.44% 4th - 27.67% 5th - 32.21% 6th - 31.48% 7th - 35.25% 8th - 32.39% 11th - 35.80% Asian: 31.00% Hispanic or Latino: 28.51% White: 35.02% Special Education: 8.45% Low SES: 28.10% English Learners: 9.85% Homeless: 17.12%	2024-25 Dataquest - met or exceeded standards: 3rd - 28.45% 4th - 26.95% 5th - 32.47% 6th - 31.83% 7th - 34.81% 8th - 33.03% 11th - 37.12% Asian: 33.2% Hispanic or Latino:28.85% White: 37.10% Special Education: 10.09% Low SES: 28.05% English Learners: 8.97% Homeless: 15.84% Foster: 3.13% Long-Term English Learner: 2.53%	2025-26 Dataquest - met or exceeded standards: 3rd - 33.63% 4th - 29.22% 5th - 32.32% 6th - 30.22% 7th - 33.17% 8th - 37.62% 11th - 39.30% Asian: 34.24% Hispanic or Latino: 30.54% White: 38.62% Special Education: 10.53% Low SES: 30.45% English Learners: 7.89% Homeless: 21.29% Foster: 31.03% Long-Term English Learner: 0.99%	2026-27 Dataquest - met or exceeded standards: 3rd - 40% 4th - 42% 5th - 47% 6th - 46% 7th - 50% 8th - 47% 11th - 50% Asian: 46% Hispanic or Latino: 43% White: 50% Special Education: 23% Low SES: 43% English Learners: 24% Homeless: 32% Foster: 23% Long-Term English Learner: 17%	ELA: 24.1 points from target Dataquest: 3rd: 6.37 percentage points from target 4th: 12.78 percentage points from target 5th: 14.68 percentage points from target 6th: 15.78 percentage points from target 7th: 16.83 percentage points from target 8th: 9.38 percentage points from target 11th: 10.7 percentage points from target Asian: 11.76 percentage points from target Hispanic or Latino: 12.46 percentage points from target White: 11.38 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Special Education: 12.47 percentage points from target Low SES: 12.55 percentage points from target English Learners:16.11 percentage points from target Homeless: 10.71 percentage points from target Foster: 8.03 percentage points ABOVE target Long-Term English Learner: 16.01 percentage points from target
1.2	CAASPP Math Scores	2022-23 CA Dashboard: Math: 89.7 points below standard Dataquest - met or exceeded standards: 3rd - 29.56% 4th - 23.81% 5th - 17.04% 6th - 20.62% 7th - 13.28% 8th - 11.93% 11th - 11.10% Asian: 17.67%	2023-24 CA Dashboard: Math: 90.4 points below standard 2024-25 Dataquest - met or exceeded standards: 3rd - 31.82% 4th - 22.90% 5th - 16.95% 6th - 16.92% 7th - 18.44% 8th - 12.83% 11th - 10.77%	2024-25 CA Dashboard: Math: 85.6 points below standard 2025-26 Dataquest - met or exceeded standards: 3rd - 20.73% 4th - 23.54% 5th - 16.03% 6th - 18.39% 7th - 17.20% 8th - 17.13% 11th - 13.35%	2025-26 CA Dashboard: Math: 59 points below standard 2026-27 Dataquest - met or exceeded standards: 3rd - 44% 4th - 38% 5th - 32% 6th - 35% 7th - 28% 8th - 26% 11th - 26%	2024-25 Compared to Target Math: 26.6 points from Target Dataquest 3rd: 23.27 percentage points from target 4th: 14.46 percentage points from target 5th: 15.97 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic or Latino: 15.95% White: 22.66% Special Education: 5.90% Low SES: 15.64% English Learners: 7.17% Homeless: 11.48%	Asian: 17.69% Hispanic or Latino: 16.15% White: 23.90% Special Education: 7.75% Low SES: 15.67% English Learners: 6.48% Homeless: 10.22% Foster: 0.00% Long-Term English Learner: 2.02%	Asian: 18.57% Hispanic or Latino: 18.25% White: 25.46% Special Education: 9.60% Low SES: 18.46% English Learners: 7.34% Homeless: 14.24% Foster: 30.00% Long-Term English Learner: 1.99%	Asian: 32% Hispanic or Latino: 30% White: 37% Special Education: 20% Low SES: 30% English Learners: 22% Homeless: 26% Foster: 15% Long-Term English Learner: 15%	6th: 16.61 percentage points from target 7th: 10.8 percentage points from target 8th: 8.87 percentage points from target 11th: 12.65 percentage points from target Asian: 13.43 percentage points from target Hispanic or Latino: 11.75 percentage points from target White: 11.54 percentage points from target Special Education: 10.4 percentage points from target Low SES: 11.75 percentage points from target English Learners: 14.66 percentage points from target Homeless: 11.76 percentage points from target Foster: 15 percentage points ABOVE target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Long-Term English Learner: 13.01 percentage points from target
1.3	CAST Scores	2022-23 Dashboard Met or exceeded standards: 5th - 17.91% 8th - 14.73% HS - 24.58% Asian: 18.63% Hispanic or Latino: 13.67% White: 24.10% Special Education: 3.13% Low SES: 15.00% English Learners: 1.72% Homeless: 8.93%	2023-24 Dashboard 2024-25 Dataquest - met or exceeded standards: 5th - 20.71% 8th - 16.84% HS - 23.74% Asian: 21.82% Hispanic or Latino: 16.12% White: 26.47% Special Education: 3.71% Low SES: 16.57% English Learners: 2.93% Homeless: 6.46% Foster: 7.14% Long-Term English Learner: 1.18%	2024-25 Dashboard 2025-26 Dataquest - Met or exceeded standards: 5th - 19.74% 8th - 20.35% HS - 22.67% Asian: 16.11% Hispanic or Latino: 16.73% White: 29.27% Special Education: 5.43% Low SES: 18.99% English Learners: 2.34% Homeless: 13.26% Foster: N/A (Fewer than 11 students tested) Long-Term English Learner: 0.00%	2025-26 Dashboard Met or exceeded standards: 5th - 32% 8th - 29% HS - 39% Asian: 33% Hispanic or Latino: 28% White: 39% Special Education: 18% Low SES: 30% English Learners: 19% Homeless: 23% Foster: 20% Long-Term English Learner: 16%	2024-25 Compared to Target Mets or Exceeded Standards: 5th: 12.26 percentage points from target 8th: 8.65 percentage points from target HS: 16.33 percentage points from target Asian: 16.89 percentage points from target Hispanic or Latino: 11.27 percentage points from target White: 9.73 percentage points from target Special Education: 12.57 percentage points from target Low SES: 11.01 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners: 16.66 percentage points from target Homeless: 9.74 percentage points from target Foster: NA (Fewer than 11 students tested) Long-Term English Learner: 16 percentage points from target
1.4	Graduation Rate and Dropout Rates	2022-23 Dataquest 4-year cohort MJUSD: 85.5% Lindhurst HS: 86.6% Marysville HS: 92.1% South Lindhurst HS: 82.8% Abraham Lincoln: 81.0% Dropout 4-year cohort MJUSD: 12% Lindhurst HS: 12% Marysville HS: 7.4% South Lindhurst HS: 10.8% Abraham Lincoln: 19%	2023-24 Dataquest 4-year cohort MJUSD: 87.0% Lindhurst HS: 91.7% Marysville HS: 88.9% South Lindhurst HS: 85.5% Abraham Lincoln: 69.5% Dropout 4-year cohort MJUSD: 11.6% Lindhurst HS: 6.6% Marysville HS: 10.6% South Lindhurst: 12.6% Abraham Lincoln: 30.5%	2024-25 Dataquest 4-year cohort MJUSD: 88.8% Lindhurst HS: 91.6% Marysville HS: 93.2% South Lindhurst HS: 86.7% Abraham Lincoln: 76.3% Dropout 4-year cohort MJUSD: 8.76% Lindhurst HS: 4.96% Marysville HS: 5.49% South Lindhurst: 12.14% Abraham Lincoln: 23.68%	2025-26 Dataquest 4-year cohort MJUSD: 90% Lindhurst HS: 95% Marysville HS: 95% South Lindhurst HS: 90% Abraham Lincoln: 90% Dropout 4-year cohort MJUSD: 3% Lindhurst HS: 3% Marysville HS: 3% South Lindhurst HS: 3% Abraham Lincoln: 3%	2024-25 Compared to Target MJUSD: 1.2 percentage points from target Lindhurst HS: 3.4 percentage points from target Marysville HS: 1.8 percentage points from target South Lindhurst HS: 3.3 percentage points from target Abraham Lincoln: 13.7 percentage points from target Dropout 4-year cohort

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MJUSD: 5.8 percentage points from target Lindhurst HS: 2.0 percentage points from target Marysville HS: 2.5 percentage points from target South Lindhurst HS: 9.1 percentage points from target Abraham Lincoln: 20.7 percentage points from target
1.5	Graduation Rate: Subgroups	2022-23 Dataquest 4-year cohort Asian: 90.2% Hispanic or Latino: 88.9% White: 82.5% Low SES: 85.5% English Learners: 84.2% Special Education:69.8% Foster: 72.7% Homeless: 74.5%	2023-24 Dataquest 4 year cohort Asian: 92.6% Hispanic or Latino: 89.9% White: 78.7% Low SES: 85.9% English Learners: 90.7% Special Education:70.8% Long Term English Learners: 94.2% Two or more races: 96.9% Foster: NA Homeless: 74.2%	2024-25 Dataquest 4 year cohort Asian: 96.8% Hispanic or Latino: 93.5% White: 81.9% Low SES: 89.5% English Learners: 89.5% Special Education: 78.3% Long Term English Learners: 94% Two or more races: 84.1% Foster: N/A (Fewer than 11 students tested) Homeless: 74.7%	2025-26 Dataquest 4-year cohort Asian: 95% Hispanic or Latino: 93% White: 90% Low SES: 90% English Learners: 90% Special Education:75% Long-Term English Learners: 96% Two or more Races: 97% Foster: 80% Homeless: 82%	2024-25 Compared to Target Asian: 1.8 percentage points ABOVE target Hispanic or Latino: 0.5 percentage points ABOVE target White: 8.1 percentage points from target Low SES: 0.5 percentage points from target English Learners: 0.5 percentage points ABOVE target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Special Education: 3.3 percentage points from target Long-Term English Learners: 2 percentage points from target Two or more races: 12.9 points from target Foster: NA (Fewer than 11 students tested) Homeless: 7.3 percentage points from target
1.6	College and Career Indicator	2022-23 CA Dashboard: College/Career Indicator for 2022-23 Lindhurst HS: 34.3% Marysville HS: 37.4% South Lindhurst HS: 3% AB Lincoln: 6.9%	2023-24 Dashboard: College/Career Indicator for 2023-24 Lindhurst HS: 29.9% Marysville HS: 37.2% South Lindhurst HS: 5.1% AB Lincoln: 5.1%	2024-25 Dashboard: College/Career Indicator for 2024-25 Lindhurst HS: 41.6% Marysville HS: 38% South Lindhurst HS: 1.7% AB Lincoln: 3.9%	2025-26 CA Dashboard: College/Career Indicator Lindhurst HS: 49% Marysville HS: 52% South Lindhurst HS: 18% AB Lincoln: 21%	2024-25 Compared to Target College/Career Indicator Linghurst HS: 7.4 percentage points from target Marysville HS: 14.0 percentage points from target South Lindhurst HS: 16.3 percentage points from target Ab Lincoln: 17.1 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Specialized Programs & Services	2023-24 Internal Data Students enrolled in AVID classes: 282 Schoolwide AVID schools: FHS supporting Students: 215 Number of students engaged in STEAM: 1,228 Afterschool Program: students 3,807 (through November) 2023-24 Lexia: Increased from 18% on grade level or above to 44% on grade level or above (through March) Credit Recovery: 426 students ASL enrollment: 46 students LHS: students:102 MHS: students: 59	2024-25 Internal Data through December Students enrolled in AVID classes: 376 Schoolwide AVID schools: FHS supporting Students: NA - AVID is now an elective Number of students engaged in STEAM: 1,190 After School Program: 3,896 students (through December) 2024-25 Lexia: Increased from 17% on grade level or above to 38% on grade level or above (through December) Credit Recovery: 320 students awarded credit through November.	2025-26 Internal Data through December Students enrolled in AVID classes: 309 Schoolwide AVID schools: Arboga K-8 and Edgewater Elementary Students: NA - AVID is now an elective Number of students engaged in STEAM: 5517 After School Program: 4,619 enrolled sessions, 2,785 individual students (through December) 2025-26 Lexia: Increased from 17% on grade level or above to 45% on grade level or above (through April) Credit Recovery: 352 students awarded credit	2026-27 Internal Data Students enrolled in AVID classes: 365 Schoolwide AVID schools: FHS supporting Students: NA Number of students engaged in STEAM: 2,000 Afterschool Program: students 4,500 (through November) 2023-24 Lexia: 65% at or above grade level Credit Recovery: NA ASL enrollment: NA	2025-26 (Internal Data) Compared to Target Students enrolled in AVID classes: 59 students Number of students engaged in STEAM: 3,517 students ABOVE target Afterschool Program: 119 students ABOVE target Lexia: 20 percentage points ABOVE target Credit Recovery: increase of 32 students taking credit recovery through December from the prior year ASL enrollment: NA - no longer offered at MJUSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			End of 1st semester percent of students with credit deficiency: 602 ASL enrollment:12 students (YC)	through November. End of 1st semester percent of students with credit deficiency: 616 ASL enrollment: Not offered in 2025-2026		
1.8	Universal Screener	2023-24 STAR BOY Early Lit / STAR ELA / STAR/Math K: 31%/NA/NA 1: 27%/NA/44% 2: NA/28%/26% 3: NA/29%/41% 4: NA/29%/35% 5: NA/28%/33% 6: NA/21%/28% 7: NA/19%/25% 8: NA/14%/18% 9: NA/16%/20% 10: NA/13%/24% 11: NA/15%/23% 12: NA/15%/26%	2024-25 BOY Early Lit/STAR ELA/STAR Math K: 31%/NA/NA 1: 37%/NA/21% 2: NA/35%/30% 3: NA/39%/37% 4: NA/36%/36% 5: NA/35%/33% 6: NA/35%/34% 7: NA/35%/29% 8: NA/37%/33% 9: NA/39%/27% 10: NA/39%/30% 11: NA/41%/34% 12: NA/42%/33%	2025-26 BOY Amira/STAR ELA/STAR Math K: 28%/NA/NA 1: 12%/NA/19% 2: NA/37%/35% 3: NA/38%/34% 4: NA/38%/40% 5: NA/36%/33% 6: NA/34%/32% 7: NA/36%/32% 8: NA/38%/32% 9: NA/49%/35% 10: NA/44%/32% 11: NA/47%/33% 12: NA/52%/42% NOTE: Starting in 2025-2026, K and 1 take the Amira screener instead of Star Early Literacy.	2026-27 STAR BOY Early Lit / STAR ELA / STAR/Math K: 46%/NA/NA 1: 46%/NA/59% 2: NA/43%/41% 3: NA/44%/56% 4: NA/44%/50% 5: NA/43%/48% 6: NA/36%/43% 7: NA/34%/40% 8: NA/29%/33% 9: NA/31%/35% 10: NA/28%/39% 11: NA/30%/38% 12: NA/30%/41%	2025-26 (Internal data) Compared to Target STAR BOY Early Lit/STAR ELA/STAR Math Percent Points from Target: K: 18/NA/NA 1: 34/NA/40 2: NA/6/6 3: NA/5/19 4: NA/6/10 5: NA/7/15 6: NA/Met/11 7: NA/Met/11 8: NA/Met/1 9: NA/Met/Met 10: NA/Met/9 11: NA/Met/5 12: NA/Met/Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				NOTE: High Schools were not required to administer Star Testing in 2025-2026.		
1.9	Common Formative Assessments	2023-24 Common Assessments (Winter) ELA/Math/Sci/HSS TK:14%/18%/NA/NA K: 21%/33%/NA/NA 1: 76%/69%/NA/NA 2: 62%/65%/NA/NA 3: 31%/44%/NA/NA 4: 23%/37%/NA/NA 5: 33%/21%/NA/NA 6: 44%/27%/NA/NA 7: 34%/26%&29%/11%/31% 8: 30%/7%&43%/29%/48% 9: 7%/19%/16%/NA 10: 11%/38%/24%/16% 11: 11%/64%/12%/51% 12: 22%/NA/NA/51%&32%	2024-25 Common Assessments (Winter) ELA/Math/SCI/HSS (As of 12/9/24) TK:15%/15%/NA/NA K: 36%/36%/NA/NA 1: 79%/68%/NA/NA 2: 44%/68%/NA/NA 3: 34%/49%/NA/NA 4: 25%/40%/NA/NA 5: 31%/23%/NA/NA 6: 12%/15%/NA/NA 7: 14%/21%/5%/26% 8: 18%/21%/18%/30% 9: 2%/34%/5%/NA 10: 0%/57%/9%/10%	2025-26 Common Assessments (Winter) ELA/Math/SCI/HSS TK:9%/9%/NA/NA K: 32%/32%/NA/NA 1: 78%/67%/NA/NA 2: 51%/53%/NA/NA 3: 17%/30%/NA/NA 4: 16%/28%/NA/NA 5: 16%/14%/NA/NA 6: 13%/15%/NA/NA 7: 36%/17%&16%(Honors)/12%/66% 8: 31%/13%/45%/68% 9: 10%/34%(A) & 42%(B)/27%/NA 10: 9%/43%(A) & 51%(B)/39%/34%	2026-27 Common Assessments (Winter) ELA/Math/Sci/HSS TK:29%/33%/NA/NA K: 36%/48%/NA/NA 1: 91%/84%/NA/NA 2: 77%/80%/NA/NA 3: 46%/59%/NA/NA 4: 38%/52%/NA/NA 5: 48%/36%/NA/NA 6: 59%/42%/NA/NA 7: 49%/42%/26%/46% 8: 45%/40%/44%/63% 9: 22%/34%/31%/NA	2025-26 (Internal Data) Compared to Target Common Assessments (Winter) ELA/Math/SCI/HSS Percentage Points from Target TK: 20/24/NA/NA K: 4/16/NA/NA 1: 13/17/NA/NA 2: 26/27/NA/NA 3:29/29/NA/NA 4: 22/24/NA/NA 5: 32/22/NA/NA 6: 46/27//NA/NA 7: 13/26/14/met 8: 14/27/met/met 9: 16/met/4/NA 10: 17/2/met/met 11: 9/4/XX/18 12: 16/NA/NA/26&met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11: 3%/59%/11%/31% 12: 7%/NA/NA/12% (Civics) & 31% (Econ)	11: 17%/71%(A) & 75%(B)/%/48% 12: 21%/NA/NA/40% (Civics) & 58% (Econ)	10: 26%/53%/39%/31% 11: 26%/79%/27%/66% 12: 37%/NA/NA/66%& 47%	
1.10	Instructional Coaches	2023-24 Internal Data	Fall 2024-25 Data (Aug-October) 30 demo lessons 9 PD sessions offered	The instructional coaching program at MJUSD was discontinued during the 2024-2025 school year.	2026-27 Internal Data	The instructional coaching program at MJUSD was discontinued during the 2024-2025 school year.
1.11	Homeless subgroup data	2022-23 Dataquest ELA: 17.12% met or exceeded Math: 11.48% met or exceeded 2022-23 CA Dashboard CCI: 16.4% prepared Suspension: 11.7% suspended at least once Chronic Absenteeism: 53.6% Graduation: 74.5%	2023-24 Dataquest ELA: 15.84% met or exceeded Math: 10.22% met or exceeded 2023-24 CA Dashboard CCI: 6.5% prepared Suspension: 10.1% suspended at least once Chronic Absenteeism: 40.0% Graduation: 74.2%	2024-25 Dataquest ELA: 21.29% met or exceeded Math: 14.24% met or exceeded 2024-25 CA Dashboard CCI: 12% prepared Suspension: 7.7% suspended at least once Chronic Absenteeism: 35.2% Graduation: 76.3%	2025-26 CA Dataquest ELA: 32% met or exceeded Math: 26% met or exceeded 2025-26 CA Dashboard CCI: 31% prepared Suspension: 5% suspended at least once Chronic Absenteeism: 38% Graduation: 82%	2024-25 Compared to Target ELA: 15.84 percentage points from target Math: 11.76 percentage points from target CCI: 19 percentage points from target Suspension: 2.7 percentage points from target Chronic Absenteeism: 2.8 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Graduation: 5.7 percentage points from target
1.12	Professional Development	2022-23 Internal Data Percent of teachers engaged in PD 58.26%	2024-25 Internal Data Percent of teachers engaged in PD (12/4/24) 45.9%	2025-26 Internal Data Percent of teachers engaged in PD (5/1/26) 40%	2025-26 Internal Data Percent of teachers engaged in PD: 75%	2025-26 Internal Data Compared to Target Percent of teachers engaged in PD 35 percentage points from target
1.13	Fully credentialed teachers	2022-23 Misassigned teaching positions Misassigned of English Learners: 9 Misassigned: 32 Vacant: 25	2022-23 Dataquest Total Teaching FTE: 429.9 Clear: 84% Out of Field: 1.3% Intern: 1.2% Ineffective: 6.1% Incomplete: 6.6% Unknown: 0.8% NA: 0.0%	2023-24 Dataquest Total Teaching FTE: 454.6 Clear: 82.3% Out of Field: 1.7% Intern: 2.5% Ineffective: 8.3% Incomplete: 5.1% Unknown: 0.0% NA: 0.0%	2025-26 Misassigned teaching positions Misassigned of English Learners: 0 Misassigned: 0 Vacant: 0	
1.14	Student technology	2022-23 Internal Data Student to device ratio: 1:1	2023-24 Internal Data Student to device ratio: 1:1	2024-25 Internal Data Student to device ratio: 1:1	2025-26 Internal Data Student to device ratio: 1:1	2025-26 Internal Data Compared to Target Student to device ratio: Met
1.15	Transportation	2023-24 Internal Data Number of General Education Routes: 19	2024-25 Internal Data Number of General Education Routes: 19	2025-26 Internal Data Number of General Education Routes: 19	2026-27 Internal Data Maintain the number of general education routes: 19	2025-26 Internal Data Compared to Target Maintain the number of general

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Chronic Absenteeism Data: Declined 7.9% to 27.6%	2023-24 Chronic Absenteeism Data: Declined 5.4% to 22.5%	2024-25 Chronic Absenteeism Data: Declined 3.8% to 18.7%		education routes: Met
1.16	Enrollment for Satellite location	2023-24 Internal Data (April 6, 2024) Enrollment: 99 students	2024-25 Internal Data (Dec 4, 2024) Enrollment: 112 students	2025-26 Internal Data (May 1, 2026) Enrollment: 173 students	2026-27 Internal Data (April 6, 2027) Enrollment: NA	2024-25 Internal Data Compared to Target Enrollment: NA

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 Year 2, the District built upon the foundational systems established in Year 1 and demonstrated a more focused and cohesive implementation of actions aligned to improving student outcomes.

Key actions carried out in Year 2 included:

Continued use of universal screeners and common formative assessments to guide instruction and intervention
Expansion and refinement of academic intervention programs (e.g., Lexia growth improving to 45% at/above grade level)
Strengthening of credit recovery systems and graduation supports, contributing to increased graduation rates
Increased emphasis on college and career readiness pathways, resulting in growth in College/Career Indicator (CCI) outcomes
Continued investment in extended learning opportunities (afterschool programs, STEAM access)
Maintenance of core infrastructure supports (1:1 technology, transportation access)

Year 2 implementation reflects a stronger alignment between actions and intended outcomes, with clearer systems in place to support both instruction and student access.

Implementation in Year 2 was more consistent and effective than Year 1, with improved coherence across district systems and stronger alignment between services and student outcomes.

Substantive Differences Between Planned and Actual Implementation:

Some program data remained incomplete (e.g., STEAM participation, afterschool totals), limiting full evaluation of impact.

Certain programs (e.g., ASL, instructional coaching) were no longer part of the implementation, reflecting a shift in priorities rather than continuation of prior strategies.
Adjustments to assessment systems (e.g., Amira in primary grades, inconsistent high school STAR administration) continued to impact longitudinal comparisons.

Key Challenges:

Persistent achievement gaps among student groups, particularly English Learners and Special Education students
Continued inconsistency in assessment systems, affecting the ability to monitor progress uniformly
Variability in program implementation across sites, particularly in the use of formative assessments and interventions
Limited data in some program areas, reducing the ability to fully assess effectiveness

Key Successes:

Significant improvement in ELA outcomes, with performance improving from 50.8 to 47.1 points below standard
Notable gains in Mathematics, reversing prior stagnation (improving from 90.4 to 85.6 points below standard)
Strong increases in graduation rates, reaching 88.8%, and continued reduction in dropout rates
Improvement in College and Career readiness indicators, particularly at comprehensive high schools
Growth in subgroup performance, including Low SES, Hispanic/Latino, and Homeless students in multiple metrics
Continued expansion and utilization of intervention supports, contributing to improved literacy outcomes

Overall, Year 2 demonstrated stronger execution, improved system alignment, and measurable gains across multiple priority areas.

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

The planned budgeted expenditure difference between Goal 1 and its actual expenditure by the second interim reporting period is an estimated $1,280,000 in funding not expected to be expended.
1.2 Development of assessments and student data: This is ongoing work throughout the year, with most of the work on CFAs occurring during the 2021-2022 school year.
1.3 Professional Development: This allocation supports providing all teachers with 24 hours of professional development. Professional development is optional.
1.9 Academic Improvement: K-3 Literacy Coach - Not fully implemented due to a shortage of teaching staff.
1.15 ASL teacher: Not funded or implemented due to the inability to find an ASL teacher.
1.12 The position was reconfigured to better serve the needs of Educational Services Department resulting in a reduction of ($142,391)
1.23 Was added to better focus our attentions for our student population especially our unduplicated population this is an increase of $148,636
1.6 As a result of our LCAP input sessions it was determined that additional technological devices are need to keep up with the rate of units reaching their life expectancy. This was an increase of $500,000

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

The actions implemented in Year 2 were effective in advancing progress toward the goal, as evidenced by improvements across key academic and outcome metrics.

Areas of Strong Effectiveness:

ELA Achievement: Continued upward trend across grade levels and student groups indicates that literacy strategies and interventions are producing results.
Mathematics Achievement: Improvement from prior year indicates that instructional adjustments and supports are beginning to have a positive impact.
Graduation and Dropout Rates: Sustained gains demonstrate the effectiveness of credit recovery, engagement strategies, and targeted supports.
College and Career Readiness: Growth in CCI reflects increased access to and completion of pathways aligned to postsecondary readiness.
Targeted Student Supports: Measurable improvement among Homeless and Low SES students suggests that focused interventions are yielding positive outcomes.

Areas of Partial or Limited Effectiveness:

English Learner Outcomes: Continued stagnation or decline in some areas indicates that current strategies require refinement and stronger alignment.
Science (CAST): Growth remained modest, suggesting limited impact of instructional strategies in science.
System Coherence: While improved, inconsistencies in assessment implementation and program data continue to limit full effectiveness.

Conclusion on Effectiveness:
Year 2 actions resulted in clear, measurable progress toward the goal, particularly in ELA, mathematics, graduation rates, and subgroup performance. While some areas require continued focus and refinement—especially English Learner outcomes and system coherence—the overall implementation was effective and demonstrates positive momentum toward long-term 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.

The Director of Student Improvement and Data position (Goal 1.12) was restructured into the Coordinator of Multi-Tiered Systems of Support (MTSS) & Intervention. This position will spearhead the development and implementation of the District's Multi-Tiered System of Support framework in collaboration with the District MTSS team. The Coordinator of MTSS & Intervention is a management position responsible for overseeing District MTSS and intervention programs, ensuring systems of academic, behavioral, and social-emotional support are aligned to meet 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
1.1	Teacher Collaboration time	Provide an increase in teacher minutes to improve instructional planning and development through the embedded collaboration process. These minutes were added in the 2016-2017 school year and are utilized to improve instruction for our unduplicated student groups.	$1,673,211.00	Yes
1.2	Development of assessment and student data	Teachers will be given the time to collaboratively review grade/subject level assessment results, edit and improve the common assessments, and participate in committee work to increase outcomes for our unduplicated student groups.	$60,000.00	Yes
1.3	Professional Development	Professional development will help advance skills in academic pedagogy and social-emotional support. In the next three years of this LCAP, MJUSD will focus on SEL support from a systems/training perspective, literacy and math instruction, and intervention. Four optional PD days are paid at the hourly rate.	$670,000.00	Yes
1.4	Reading and Math Assessments to Support RTI	Provide TK-12 Universal screener licenses in ELA and Math to support Literacy, including licenses for online books, audio resources, and news articles.	$330,000.00	Yes
1.5	Academic Improvement: Reading Intervention Program for Elementary Sites	The supplemental program purchased in the 2024-2025 school year was a three-year purchase; therefore, there will be no expense from 2025-2026 to 2026-2027, but the program will still be available for students. Intervention program as a supplemental resource aimed to develop fundamental reading skills in elementary grades and resources that target literacy components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	$330,000.00	Yes
1.6	Student technology devices	Ensure equitable access to online instructional resources, including online teacher and student instructional resources, and develop 21st-century computer skills. MJUSD is committed to maintaining a 1-to-1 device ratio	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for students for our unduplicated student groups. The cost includes ongoing expenditures.		
1.7	Library software	Software to manage library check-in and check-out services	$20,500.00	Yes
1.8	Assessment Licenses	Access to assessment management software for teacher-developed standards-aligned common assessments across grades and subjects	$108,500.00	Yes
1.9	Academic Improvement: K-3 Literacy Coach *** This item is no longer funded	The position was removed starting the 25-26 school year. The K-3 literacy coach will work in conjunction with TK-3 teams, collaboration teams, classroom teachers, and Educational Services to support and improve literacy outcomes through implementation actions identified in the literacy plan for our unduplicated student groups.	$0.00	
1.10	Academic Improvement: 4-12 literacy coach **** This Item is no longer funded	The position was removed starting the 25-26 school year. Grades 4-12 literacy coach to facilitate closing existing gaps in literacy, building on reading and developing writing skills beyond the K-3 focus. Focused on literacy acquisition for unduplicated student groups. This position would work with teachers to create a system of subject-specific language acquisition activities to embed in our 4-12 core curriculums.	$0.00	
1.11	Library technicians	Library technicians to help facilitate the learning literacy initiatives for our unduplicated students in MJUSD.	$525,000.00	Yes
1.12	(restructured Director of Student Improvement and Data - Learning Recovery) Now Director of Educational Services	The Director of Educational Services will oversee federally funded Title programs to support compliance, student achievement, and equitable access to rigorous instruction. The position will assist school sites through data analysis, implementation of best first instructional practices, intervention supports, and professional learning opportunities designed to improve teaching and learning for identified student groups. Funding for	$15,859.00	No

Action #	Title	Description	Total Funds	Contributing
		this position will be primarily supported through restricted Title program resources as well as partial LREBG funds.		
1.13	Satellite location for South Lindhurst - certificated staff	To address the large geographic region and student academic learning options needed for students to complete graduation requirements, the district will provide a satellite location to support the needs of Low SES students, Foster Youth, and EL students. This includes an ORC and site support staff.	$560,000.00	Yes
1.14	Satellite location for South Lindhurst - classified staff	To address the large geographic region and student academic learning options needed for students to complete graduation requirements, the district will provide a satellite location to support the needs of Low SES students, Foster Youth, and EL students. This includes an ORC and site support staff.	$145,000.00	Yes
1.15	ASL teacher ****This item is no longer funded	The position was unable to be filled during the 24-25 school year and removed starting the 25-26 school year. Provide an American Sign Language teacher to support low SES students who have no prior WL experience to learn another language for A-G readiness.	$0.00	
1.16	Homeless Advocate	District level support person working under homeless liaison. Targeted coordination of services and connection to highly mobile Low SES Homeless population.	$40,000.00	Yes
1.17	Transportation	Provide access to school for unduplicated students in highly rural districts identified as Foster Youth, Low SES, and ELs. Transportation of our students is essential to ensure equal participation in the educational programs presented by MJUSD.	$5,400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Homeless Transportation	Funds to provide specific homeless transportation for our highly mobile low-SES homeless population, with the goal of improving attendance, connection to school, and thus educational outcomes.	$17,000.00	Yes
1.19	Applications to increase student access, engagement, and student success in the classroom.	Fund programs that support student access to online resources that provide access, engagement, online safety, internet on school buses, and success in the classroom.	$110,000.00	Yes
1.20	Provide district-based technology support to schools	Provide support staff to schools to ensure all students can access online resources, curriculum, and support to use all programs and devices.	$1,003,000.00	Yes
1.21	Certificated Staff for Middle College **** This item is no longer funded	The positions were removed starting the 25-26 school year. Staffing to support Middle College programs designed to serve high-potential, high-risk students. Middle College features support services, small class sizes, and the opportunity to take college classes concurrently.	$0.00	
1.22	Classified Staff for Middle College ****This item is no longer funded	The positions were removed starting the 25-26 school year. Staffing to support Middle College programs designed to serve high-potential, high-risk students. Middle College features support services, small class sizes, and the opportunity to take college classes concurrently.	$0.00	
1.23	Coordinator of Multi Tiered Systems of Support (MTSS)	The Coordinator of MTSS will oversee the implementation and continued development of the District's Multi-Tiered System of Supports framework to improve academic, behavioral, and social-emotional outcomes for students. This position will coordinate the California Community Schools Partnership Program (CCSPP) grant, manage Outreach Consultants (ORCs), and support school sites through data analysis, intervention coordination, and integrated student support services. This position restores a role that has been vacant for several years and will be primarily funded through restricted grant resources, including the CCSPP grant and LRBG.	$148,636.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an environment that addresses the physical, emotional and safety needs of all students and staff. (Strategic Plan Goal 2 & 4)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Solid academic achievement is based upon a pyramid of student needs. Educational research (Fredrickson, 2013; Marzano, 2006) supports the idea that academic achievement for all learners requires a solid culture in the school and classroom. Looking at our educational data, we struggle to support some learners more than others. African American, Low SES, Special Education, Foster, and homeless students are specific groups that are not making growth at the same rate as their peers. To address engagement and leadership, the Graduate Profile brings to life our K -12 progress indicators to promote positive change and motivation while seeking to understand differences of opinion and perspective. To address integrity and respect for others, our Graduate Profile has developed Personal Characteristics to support empathy and conflict resolution. Starting at the classroom learner level, Tier-one interventions must improve to decrease learners' time off task and disengagement. Then, for tier two interventions, the district recognizes that there needs to be a process for returning students to the classroom flow if they have moved beyond the ability to be remediated in the classroom without ongoing disruption to other students' learning. Finally, tier-three interventions are being designed for our most challenging learners. Also, the process of learning requires motivation to learn. Students come to us with varying levels of intrinsic motivation. Teachers form and leverage relationships with students to facilitate quality student learning. MJUSD serves a population that requires high emotional investment from its staff to create academic motivation. Compassion fatigue, burnout, and stress affect our ability to build the consistent, socially and emotionally based environments our students require to learn. School staff, from teachers to clerks and custodians, are essential in building and leveraging relationships to improve achievement. We also know that teacher stress is primarily related to dealing with adverse student behavior. This goal has been developed to monitor and build skills to prevent stress and burnout while improving staff morale. All students will receive instruction in well-maintained facilities, including classrooms, athletic fields, and co-curricular areas. In addition, data was gathered to determine how Learning Recovery Emergency Block Grant (LREBG) funds can best benefit MJUSD students. The findings demonstrate that further support is needed in three specific areas: accelerating progress to close learning gaps, integrating pupil supports, and providing access to instruction for credit-deficient pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Suspension Rate	2022-23 CA Dashboard Suspension rate: 6.7%	2023-24 CA Dashboard Suspension rate: 6.2%	2024-25 CA Dashboard Suspension rate: 5.5%	2025-26 CA Dashboard Suspension rate: 4%	2024-25 Compared to Target Suspension rate: 1.4 percentage points from target
2.2	CAASPP Chronic Absenteeism Rate	2022-23 CA Dashboard Absenteeism rate: 27.9% English Learners: 19.4% Foster Youth: 42.7% Homeless: 53.6% Low SES: 30.5% Students with Disabilities: 35.3%	2023-24 CA Dashboard Absenteeism rate: 22.5% English Learners: 15.1% Foster Youth: 27.9% Homeless: 40% Low SES: 26.2% Students with Disabilities: 28.3% Long-Term English Learners: 10.2%	2024-25 CA Dashboard Absenteeism rate: 18.7% English Learners: 11.7% Foster Youth: 26.8% Homeless: 35.2% Low SES: 20.8% Students with Disabilities: 24.4% Long-Term English Learners: 11.3%	2025-26 CA Dashboard Absenteeism rate: 10% English Learners: 4% Foster Youth: 27% Homeless: 38% Low SES: 15% Students with Disabilities: 20% Long-Term English Learners: 5%	2024-25 Compared to Target Absenteeism rate: 8.7 percentage points from target English Learners: 7.7 percentage points from target Foster Youth: met target Homeless: met target Low SES: 5.8 percentage points from target Students with Disabilities: 4.4 percentage points from target Long-Term English Learners: 6.3 percentage points from target
2.3	Programs offered to students	2023-24: Internal data	2024-25: Internal Data	2025-26: Internal Data	2026-27 Internal Data	2025-26 (Internal Data) Compared to Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The number of students in the following programs Athletics (to April): LHS: 315 students MHS: 398 students Yuba Gardens: 200 students McKenney: 277 students Foothill: 118 students Arboga: 71 students Secondary Music: 509 students AP Courses: Total enrollment: 299 Individual student: 217 Unduplicated students: 76 Dual Enrollment: 223	The number of students in the following programs Athletics (to Dec): LHS: 319 students MHS: 264 students Yuba Gardens: 110 students McKenney: 131 students Foothill: 103 students Arboga: 90 students Secondary Music: 455 students AP Courses: Total enrollment: 478 (Jan 2025) Individual student: 324 (Jan 2025) Unduplicated student: 210 (Jan 2025) Dual Enrollment: 114 (to Dec)	The number of students in the following programs Athletics (to Dec): LHS: 388 students MHS: 365 students Yuba Gardens: 220 students McKenney: 253 students Foothill: 166 students Arboga: 103 students Secondary Music: 261 students AP Courses: Total enrollment: 392 (May 2026) Individual student: 382 (May 2026) Unduplicated student: 235 (May 2026)	The number of students in the following programs Athletics: LHS: 365 students MHS: 448 students Yuba Gardens: 250 students McKenney: 325 students students Foothill: 150 students Arboga: 100 students Secondary Music: 700 students AP Courses: Total enrollment: 349 Individual student: 250 Unduplicated student: 100 Dual Enrollment: 300	The number of students in the following programs Athletics: LHS: met MHS: 83 students from target Yuba Gardens: 30 students from target McKenney: 72 students from target Foothill: met Arboga: met Secondary Music: 439 students from target AP Courses: Total enrollment: met Individual student: met Unduplicated student: met
2.4	Employee Absenteeism Rate	22-23 Internal Data Percent of teachers missing ten or more work days: 49% of teachers	24-25 Internal Data Percent of teachers missing ten or more work days: 57% of	25-26 Internal Data Percent of teachers missing ten or more work days: 52% of	2025-26 Internal Data Percent of teachers missing ten or more work	2025-26 Internal Data 27 percentage points from meeting the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			teachers (start of the year to 4/28/2025)	teachers (start of the year to 5/1/2026)	days: 25% of teachers	
2.5	Number of teachers with 2 years or less teaching experience.	22-23 Internal Data Percent of teachers who have less than two years of teaching experience: 6.75%	23-24 Internal Data Percent of teachers that have less than two years of teaching experience: 8.4%	24-25 Internal Data Percent of teachers that have less than two years of teaching experience: 7%	2025-26 Internal Data Percent of teachers that have less than two years of teaching experience: 3%	24-25 Internal Data 4 percentage points away from meeting goal
2.6	Teacher turnover rates excluding retirement	22-23 Internal Data Number of teachers, excluding retirement, who left the district: 11%	2024-25 Internal Data Number of teachers, excluding retirement who left the district (data pulled on 4/30/2025): 7%	2025-26 Internal Data Number of teachers, excluding retirement who left the district (data pulled on 5/1/2026): 7.7%	2025-26 Internal Data Number of teachers, excluding retirement, who leave the district: 6%	2025-26 Internal Data 1.7 percentage point from meeting the goal.
2.7	FIT reports	2023-24 Internal Data Fit: Reported: All facilities met "Good Repair"	2024-25 Internal Data Fit: Reported: 1 (FHS) facilities met "Good Repair"	2025-26 Internal Data Fit: Reported: 1 (FHS) facilities met "Good Repair"	2026-27 Internal Data Fit: Reported: All facilities met "Good Repair"	2025-26 (Internal Data) 23 sites did not meet the "Good Repair" Status
2.8	Student Climate Survey	2023-24 5th grade local survey Percent of students who feel safe: 87% 2022-23 Healthy Kids Survey	2023-24 PBIS Climate Survey (Healthy Kids Survey data not available)	2025-26 Internal Data Local School Climate Survey 5th Grade: 81.6% feel safe (304 respondents)	2026-27 5th grade local survey Percent of students who feel safe: 95% 2025-26 Healthy Kids Survey	2025-26 Internal Data 5th Grade: 13.4 percentage points from target 7th Grade: met target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th Grade: 47% feel safe 9th Grade: 41% feel safe	Reporting feeling success on a 4 point scale: 5th grade: Avg 3.63 7th grade: Avg 2.75 9th grade: Avg 2.70	7th Grade: 77.2% feel safe (408 respondents) 9th Grade: 74.5% feel safe (235 respondents)	7th Grade: 55% feel safe 9th Grade: 50% feel safe	9th Grade: met target

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 Year 2, the District continued to implement actions focused on improving school climate, increasing student engagement, and ensuring safe and supportive learning environments.

Key actions included:

Implementation and refinement of attendance improvement strategies, resulting in significant reductions in chronic absenteeism
Continued emphasis on positive behavior supports and discipline practices, contributing to reductions in suspension rates
Expansion and monitoring of student engagement opportunities (e.g., athletics, music, AP, and dual enrollment programs)
Ongoing focus on staff stability and workforce conditions, including efforts to reduce turnover and support early-career teachers
Administration of student climate surveys to assess perceptions of safety and belonging

Overall, Year 2 reflects a more coordinated and data-informed approach to improving school climate and student engagement.

Overall Implementation:
Implementation in Year 2 was effective and increasingly cohesive, with clear improvements in key indicators related to student attendance, behavior, and overall school climate.

Substantive Differences Between Planned and Actual Implementation:

Some student program participation data (e.g., athletics, AP, music) was incomplete for Year 2, limiting full evaluation of engagement trends.
Variability in survey administration (e.g., absence of Healthy Kids Survey in prior year) limited longitudinal comparisons for student perception data.

Key Challenges:

Persistent subgroup disparities in chronic absenteeism, particularly among Foster Youth and Homeless students
Inconsistent facility conditions during implementation, impacting learning environments
Variability in student perception data, especially at secondary grade levels
Ongoing need to strengthen student connectedness and sense of safety, particularly in middle and high school

Key Successes:

Significant reduction in suspension rates, improving from 6.2% to 5.5%
Substantial improvement in chronic absenteeism, decreasing from 22.5% to 18.7%
Broad improvements across student groups in attendance, including English Learners and Low SES students
Improved staff stability, with a decrease in early-career teachers (from 8.4% to 7%) and reduced turnover rates
Movement toward improved workforce consistency, supporting stronger school environments
Continued expansion of student engagement opportunities, particularly in advanced coursework and extracurricular access

Overall, Year 2 implementation demonstrates strong progress in improving conditions for student learning, though some structural and subgroup challenges remain.

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

The planned budgeted expenditure difference between Goal 2 and the actual expenditure was as expected. However, some actions exceeded the expected expenditure. Below are the actions that experienced a difference between planned expenditures and actual expenditures.
2.1 PBIS Training and Data Analysis: Not all sites have utilized the budget to support PBIS at the site level.
2.6 Elementary VAPA teachers: unfilled positions
2.1 Elementary PE teachers: exceeded the budget to support elementary PE teachers
2.15 Health Aide/Health Aide II: Overestimated the expenditure for these positions
2.18 Safety Budget: budget not fully utilized by the second interim reporting period
2.23 Middle School Opportunity Room: unfilled positions---This was further reduced after year two
2.26 Campus Security - High School: overestimated the expenditure for these positions
2.17 After LCAP communty meetings and internal data it was determined to increase facilities and maintenance

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

The actions implemented in Year 2 were highly effective in improving key school climate and engagement outcomes, particularly in attendance and behavior.

Areas of Strong Effectiveness:

Chronic Absenteeism: Significant reductions across the district (22.5% - 18.7%) indicate that attendance interventions were effective
Suspension Rates: Continued decline demonstrates the effectiveness of behavior supports and discipline practices
Student Engagement: Increased access to programs such as AP and extracurricular activities reflects improved opportunities for student connection
Staff Stability: Reduction in early-career teacher percentages and stable turnover rates contributed to improved consistency in school environments

Areas of Partial or Limited Effectiveness:

Subgroup Attendance Gaps: Foster Youth and Homeless students continue to experience significantly higher absenteeism rates, indicating a need for more targeted interventions
Student Perception of Safety: While elementary perceptions remain strong, secondary student data indicates continued need for improvement in school climate and connectedness

Conclusion on Effectiveness:
Year 2 actions resulted in clear and measurable improvements in school climate indicators, particularly in attendance and discipline. While progress is evident, continued focus is needed on closing subgroup gaps, and strengthening student perceptions of safety and belonging, especially at the secondary level.

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 a review of local data, stakeholder feedback, and reflection on the effectiveness of prior actions, several adjustments were made to the 2026–27 LCAP. To better address school facility needs and maintain safe, clean, and supportive learning environments, additional funding and staffing have been allocated to facilities and maintenance services. In addition, the District will continue its efforts to reduce the number of school sites operating Opportunity Rooms, decreasing from two sites to one site in 2026–27. This change reflects the District's commitment to providing students with more inclusive supports through schoolwide intervention systems and Multi-Tiered Systems of Support (MTSS) rather than separate placement models whenever appropriate. These modifications are intended to better align resources with identified student and community needs while improving overall educational 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
2.1	PBIS Training and Data Analysis	Training to support the efforts in improving school cultures to support the behavioral and motivational adjustments required for low SES and EL	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to achieve is modeled through our implementation of the PBIS systems.		
2.2	Social-Emotional well-being	Professional development, supplies, programs used to support topics related to helping certificated and classified work with and understanding the effects of trauma and the social well-being of students that impact student achievement, especially Low SES, EL, and Foster students.	$31,000.00	Yes
2.3	Athletics budgets (HS)	Our athletics programs enhance students' connection to school, as evidenced by educational partner feedback and educational data on student connection to quality extracurricular activities, including funding to ensure student safety with appropriate equipment. This focus is to increase Low SES schools.	$750,000.00	Yes
2.4	Athletic Budgets (MS)	Our athletics programs enhance students' connection to school, as evidenced by educational partner feedback and educational data on student connection to quality extracurricular activities, including funding to ensure student safety with appropriate equipment. This focus is to increase Low SES schools.	$208,000.00	Yes
2.5	Supplies for VAPA programs	Fund additional materials and supplies needed to provide high-quality VAPA instruction for low SES and EL students. This action also supports district-wide performances.	$90,000.00	Yes
2.6	Elementary VAPA teachers	Elementary FTE addresses the learning needs of all students, especially students in high poverty and foster youth. Families in our high-poverty community do not have access to VAPA programs.	$778,000.00	Yes
2.7	Middle School VAPA teachers	Middle school FTE addresses the learning needs of all students, especially students in high poverty and foster youth. Families in our high-poverty community do not have access to VAPA programs.	$410,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	High School VAPA teachers	High School FTE addresses the whole student's learning needs by creating enjoyable interventions that are proven to support connection to the school and ELA and Math achievement for students in high poverty. VAPA programs are not part of the MJUSD base program and are added to balance student learning and connection to the school.	$200,000.00	Yes
2.9	Additional administration	Provide additional administrators/student support specialists to support sites' student success, especially to increase home-to-family connections for low SES, EL, and Foster students.	$1,600,000.00	Yes
2.10	Elementary PE teachers	Provide PE specialists to improve the physical health of our students in the district of high priority.	$1,100,000.00	Yes
2.11	Counseling services (Elem) - Learning Recovery & LCFF	Provide counselors for elementary sites. These positions are created to monitor and assist students in improving scholastic achievement through an SEL lens. Counselors also serve as case managers for our foster and homeless student groups and monitor progress as needed through the SST process and regular meetings for sites not large enough to have a dedicated case manager for these unduplicated student groups. (LCFF & LREBG)	$1,320,000.00	No Yes
2.12	Counseling services (MS)	Provide counselors for intermediate sites. These positions are created to monitor and assist students in improved scholastic achievement through an SEL lens. Counselors also serve as case managers for our foster and homeless student groups and monitor progress as needed through the SST process and regular meetings for sites not large enough to have a dedicated case manager for these unduplicated student groups.	$360,000.00	Yes
2.13	Counseling services (HS)	Provide the base program of two counselors for each comprehensive high school. Continue to provide two additional counselors to each site to	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		decrease caseloads and allow more effective counseling ratios based on the national counseling model program numbers. Also, continue to provide a counselor at the alternative programs. A total of 5 counselors will continue to ensure MJUSD is within the counselor ratio. The primary roles of these employees are to provide increasing and equal access to academic programs, coordination of services and intervention, and connection to educational options as students graduate for low SES, EL, and Foster students.		
2.14	Additional District Nurses	Provide additional nurses to coordinate student health needs for students in high poverty beyond the base-funded position.	$370,000.00	Yes
2.15	Health Aides/Health Aide II	Services associated with providing services to support low SES and EL students.	$320,000.00	Yes
2.16	Athletic trainers	Supporting students with the knowledge of health and kinesiology serves to keep athletes engaged and healthy through knowledge. Trainers work with off-season athletes, especially low SES, EL, and Foster students, bringing both High Schools together in training endeavors and connecting middle school athletic programs. Focus on the health and well-being of student-athletes.	$265,000.00	Yes
2.17	Facilities and Deferred Maintenance	Provide improved facilities to ensure a safe and modern environment where students can receive a high-quality education.	$3,000,000.00	Yes
2.18	Safety budget	Provide supplies in order to be compliant with safety concerns and SEL site supports.	$50,000.00	Yes
2.19	Director of Wellness	The positions were removed starting the 25-26 school year. Provide a coordinated effort for district SEL and wellness programs.	$0.00	

Action #	Title	Description	Total Funds	Contributing
2.20	SRO (Marysville City Limits)	Officers are used in an outreach capacity to improve relationships between families and law enforcement, improve attendance, and avoid students entering the pipeline to prison. Officers are used for educational, outreach, and support purposes. This supports students at risk, including foster youth and the homeless.	$84,000.00	Yes
2.21	YCSO SRO	Officers are used in an outreach capacity to improve relationships between families and law enforcement, improve attendance, and avoid students entering the pipeline to prison. Officers are used for educational, outreach, and support purposes. This supports students at risk, including foster youth and the homeless.	$262,500.00	Yes
2.22	Elementary Wellness Center ****This item is no longer funded	The positions were removed starting the 25-26 school year. Provide paras for the elementary site to staff the wellness room and provide supplies for setup.	$0.00	
2.23	Middle School Opportunity Room	Provide one teacher for the Middle School Opportunity Room (1 FTE Total).	$146,932	Yes
2.24	High School Wellness Hub ****This item is no longer funded	The positions were removed starting the 25-26 school year. Provide one full-time wellness para for each site to staff the Wellness Room.	$0.00	
2.25	Campus Security - Middle School	Provide support to the schools to ensure a safe learning environment in middle school.	$375,000.00	Yes
2.26	Campus Security - High School	Provide support to the schools to ensure a safe learning environment in the high schools.	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.27	School safety software	Provide software that focuses on communication and monitoring of campus safety from situations requiring lockdown to screening visitors.	$47,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepare every student with the skills needed for college and career readiness. (Strategic Plan Goal 1 & 2)	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Being college and career-ready supports students for a lifetime of health by preparing students to access a career path that equips students with the skills necessary to navigate the workforce. To address college and career readiness, the Graduate Profile highlights the progress indicators for grades K 12; MJUSD strongly believes that college and career start on day one of students' education. Recognizing that all students will have a personal pathway to their future, MJUSD strives to support students by using feedback, reflection, and self-advocacy to tackle the real world and the changing workforce. To recognize the ever-changing workforce, the Graduate Profile works to develop cultural and global competencies to support our students in becoming global-minded citizens. To that end, MJUSD acknowledges that not all students are college-bound, nor are all students trade-bound. By having a variety of pathways, students can select a career path that will support them in achieving their full potential. MJUSD strives to provide multiple opportunities to prepare students through A-G, complete CTE pathways, and build self-motivation, critical thinking, communication, knowledge integration, and perseverance. MJUSD is also committed to ensuring our English Learners, Homeless, and Foster Youth students have access to these pathways. In addition, data was gathered to determine how Learning Recovery Emergency Block Grant (LREBG) funds can best benefit MJUSD students. The findings demonstrate that further support is needed in three specific areas: accelerating progress to close learning gaps, integrating pupil supports, and providing access to instruction for credit-deficient pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	College/Career Indicator	2022-23 CA Dashboard College/Career Indicator: MJUSD: 23.1% Lindhurst HS: 34.3%	2023-24 CA Dashboard College/Career Indicator: MJUSD: 22.2%	2024-25 CA Dashboard College/Career Indicator: MJUSD: 27.2%	2025-26 CA Dashboard College/Career Indicator: MJUSD: 38%	2024-25 Compared to Target College/CAreer Indicator:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marysville HS: 37.4% South Lindhurst HS: 3% AB Lincoln: 6.9%	Lindhurst HS: 29.9% Marysville HS: 37.2% South Lindhurst HS: 5.1% AB Lincoln: 5.1%	Lindhurst HS: 41.6% Marysville HS: 38% South Lindhurst HS: 1.7% AB Lincoln: 3.9%	Lindhurst HS: 49% Marysville HS: 52% South Lindhurst HS: 18% AB Lincoln: 21%	MJUSD: 10.8 percentage points from target Lindhurst HS: 7.4 percentage points from target Marysville HS: 14 percentage points from target South Lindhurst HS: 16.3 percentage points from target AB Lincoln: 17.1 percentage points from target
3.2	Graduation Rate	2022-23 CA Dashboard All students: 85%	2023-24 CA Dashboard All students: 86.1%	2024-25 CA Dashboard All students: 88.7%	2025-26 CA Dashboard All students: 90%	2024-25 Compared to Target All students: 1.3 percentage points from target
3.3	Completion of CTE	2022-23 CA Dashboard MJUSD: 164 students LHS: 84 students MHS: 69 students SLHS: 5 students Ab Lincoln: 3 students	2023-24 CA Dashboard MJUSD: 388 students LHS: 153 students MHS: 214 students SLHS: 0 students Ab Lincoln: 0 students	2024-25 CA Dashboard MJUSD: 290 students LHS: 126 students MHS: 154 students SLHS: 6 students Ab Lincoln: 4 students	2025-26 CA Dashboard MJUSD: 354 students LHS: 168 students MHS: 138 students SLHS: 25 students Ab Lincoln: 25 students	2024-25 Compared to Target MJUSD: 64 students from target LHS: 42 students from target MHS: Met SLHS: 19 students from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						AB Lincoln: 21 students from target
3.4	Programs to support College and Career	2022-23 CA Dashboard Seal of Biliteracy: 22 students Met A-G requirements:16% Golden State Merit: Students 87 students	2023-24 CA Dashboard Seal of Biliteracy: 33 students Met A-G requirements:20.7 % Golden State Merit: Students 90 students	2024-25 CA Dashboard Seal of Biliteracy: 30 students Met A-G requirements: 16.7% Golden State Merit: 139 students	2025-26 CA Dashboard Seal of Biliteracy: 42 students Met A-G requirements:32% Golden State Merit: Students 120 students	2024-25 Compared to Target Seal of Biliteracy: 12 students from target Met A-G: 15.3 percentage points from target Golden State Merit: met
3.5	AP and College Credit Indicator	2022-23 CA Dashboard AP Indicator MJUSD: 14 students LHS: 8 students MHS: 6 students SLHS: 0 students Ab Lincoln: 0 students College Credit Indicator MJUSD: 47 students LHS: 24 students MHS: 3 students SLHS: 16 students Ab Lincoln: 4 students	2023-24 CA Dashboard AP Indicator MJUSD: 37 students LHS: 18 students MHS: 19 students SLHS: 0 students AbLincoln: 0 students College Credit Indicator MJUSD: 38 students LHS: 15 students MHS: 12 students SLHS: 11 students Ab Lincoln: 0 students	2024-25 CA Dashboard AP Indicator MJUSD: 80 students LHS: 55 students MHS: 24 students SLHS: 1 students AbLincoln: 0 students College Credit Indicator MJUSD: 32 students LHS: 12 students MHS: 14 students SLHS: 4 students Ab Lincoln: 2 students	2025-26 CA Dashboard AP Indicator MJUSD: 50 students LHS: 25 students MHS: 25 students SLHS: 0 students AbLincoln: 0 students College Credit Indicator MJUSD: 128 students LHS: 54 students MHS: 33 students SLHS: 31 students Ab Lincoln: 10 students	2024-25 Compared to Target AP Indicator MJUSD: 30 students from target LHS: met MHS: 1 student from target SLHS: NA Ab Lincoln: NA College Credit Indicator MJUSD: 96 students from target LHS 42 students from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MHS 19 students from target SLHS: 27 students from target AB Lincoln: 8 students from target
3.6	A-G Indicator	2022-23 CA Dashboard A-G Indicator MJUSD: 113 students LHS: 43 students MHS: 66 students SLHS: 0 students Ab Lincoln: 4 students	2023-24 CA Dashboard A-G Indicator MJUSD: 129 students LHS: 62 students MHS: 64 students SLHS: 1 students Ab Lincoln: 2 students	2024-25 CA Dashboard A-G Indicator MJUSD: 126 students LHS: 61 students MHS: 62 students SLHS: 3 students Ab Lincoln: 0 students	2025-26 CA Dashboard A-G Indicator MJUSD: 193 students LHS: 73 students MHS: 96 students SLHS: 10 students Ab Lincoln: 10 students	2024-25 Compared to Target A-G Indicator MJUSD: 67 students from target LHS: 12 students from target MHS: 34 students from target SLHS: 7 students from target Ab Lincoln: 10 students from target
3.7	Program Enrollment	2023-24 Internal Measures AVID - 282 STEAM: 1,228 Honors (MS): 508 Honors (HS): 228 GATE: 32 AP enrollment: 394 AP enrollment of individual students: 280 Number of AP courses: 12	2024-25 Internal Measures in December AVID - 376 STEAM: 1,185 Honors (MS): 617 Honors (HS): 336 GATE: 53 AP enrollment: 489 AP enrollment of individual students: 331	2025-26 Internal Measures in April AVID - 309 STEAM: 5517 Honors (MS): 525 Honors (HS): 1,325 GATE: No new students were qualified for GATE in 25-26 AP enrollment: 706	2026-27 Internal Measures AVID - 342 STEAM: 1,278 Honors (MS): 608 Honors (HS): 328 GATE: 112 AP enrollment: 494 AP enrollment of individual students: 330	2025-26 (Internal data) Compared to Target AVID: 33 students from target STEAM: Met Honors (MS): 83 students from target Honors (HS): Met Gate: GATE qualification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dual Enrollment: 223 JROTC: 59	Number of AP courses: 15 Dual Enrollment: 186 JROTC: 59	AP enrollment of individual students: 455 Number of AP courses: 24 Dual Enrollment: 190 JROTC: 55	Number of AP courses: NA Dual Enrollment: 423 JROTC: 100	discontinued in 2025-2026 AP Enrollment: Met AP enrollment of individual students: Met Number of AP Courses: NA Dual Enrollment: 233 students from target JROTC: 45 students from target
3.8	Significant subgroup College/Career Indicator	2022-23 Dashboard data: A-G Readiness English Learners: 7% Foster: 9% Homeless: 5%	2023-24 Dataquest A-G Readiness English Learners: 13.7% Foster: 0.0% Homeless: 8.3%	2024-25 Dashboard data: A-G Readiness English Learners: 17% Foster: N/A (fewer than 11 students) Homeless: 12%	2025-26 Dashboard data: A-G Readiness English Learners: 22% Foster: 24% Homeless: 20%	2024-25 Compared to Target A-G Readiness English Learners: 5 percentage points from target Foster: N/A (fewer than 11 students) Homeless: 8 percentage points from target
3.9	Significant subgroup Graduation Rate	2022-23 CA Dashboard subgroups Graduation: English Learners: 84.5% Foster: No Data Homeless: 74.5%	2023-24 CA Dashboard subgroups Graduation: English Learners: 90.7% Foster: No Data Homeless: 74.2%	2024-25 CA Dashboard subgroups Graduation: English Learners: 89.7% Foster: N/A (fewer than 11 students)	2025-26 CA Dashboard subgroups Graduation: English Learners: 90% Foster: No Data Homeless:80%	2024-25 Compared to Target Graduation: English Learners: 0.3 percentage point from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Education: 67.3%	Special Education: 70.8%	Homeless: 76.3% Special Education: 77.9%	Special Education: 73%	Foster: N/A (fewer than 11 students) Homeless: 3.7 percentage points from target Special Education: Met
3.10	Significant subgroup completion of CTE	2022-23 Dashboard data: CTE English Learner: 19% Foster: 0% Homeless: 15%	2023-24 Dashboard data: CTE English Learner: 20% Foster: 14% Homeless: 9%	2024-25 Dashboard data: CTE English Learner: 24% Foster: N/A (fewer than 11 students) Homeless: 67%	2025-26 Dashboard data: CTE English Learner: 34% Foster: 15% Homeless: 30%	2024-25 Compared to Target CTE English Learner: 10 percentage points from target Foster: N/A (fewer than 11 students) Homeless: Met
3.11	Credit Recovery	2022-23 Internal measures Number of students: 426	Internal Measures: End of year in 2023-24 Percent of students with credit deficiency: 14% End of 1st semester in 2024-25 Percent of students with credit deficiency: 23% Number of students	Internal Measures: End of year in 2024-25 Percent of students with credit deficiency: 9.6% End of 1st semester in 2025-26 Percent of students with credit deficiency: 21% Number of students	2025-26 Internal Measures Percent of students with Credit Deficiency: 8% End of 1st semester in 2025-26 Percent of students with credit deficiency: 10%	Internal Measures Compared to Target Percent of students with Credit deficiency: 1.6 percentage points from target End of 1st semester - percent of students with credit deficiency: 11 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			completed credit recovery (start of school to 3/25/25) 343 students	completed credit recovery 326 students		

Goal Analysis [2025-26]

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

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

During Year 2, the District strengthened implementation of actions designed to improve college and career readiness outcomes by expanding access to rigorous coursework, career pathways, and postsecondary opportunities.

Key actions included:

Expansion of CTE pathways and completion opportunities, increasing overall student participation
Increased access to A–G aligned coursework and academic supports
Growth in college credit opportunities, including dual enrollment programs
Continued development of Advanced Placement (AP) offerings and enrollment
Expansion of college and career readiness programs such as AVID, honors, and STEAM
Targeted efforts to improve subgroup access and participation in college and career pathways
Continued implementation of credit recovery systems to support on-time graduation

Year 2 reflects a more strategic and aligned approach to ensuring students have multiple pathways to demonstrate college and career readiness.

Description of Overall Implementation (Including Differences, Challenges, and Successes)

Overall Implementation:
Implementation in Year 2 was strong and increasingly coherent, with clear evidence of expanded opportunities and improved outcomes in college and career readiness indicators.

Substantive Differences Between Planned and Actual Implementation:

Some internal program data demonstrated significant shifts in participation trends, particularly in STEAM enrollment, which increased substantially in Year 2, indicating expanded access and participation opportunities for students. Variability in AP outcomes and enrollment trends suggests continued adjustments in course access, rigor, and student participation. Shifts in program enrollment, including AVID

fluctuations and a slight decline in JROTC participation, reflect evolving program structures, scheduling, and student engagement patterns across the District.

Key Challenges:

Inconsistent AP participation and outcomes, indicating a need for stronger alignment between access and success
Gaps in A–G completion rates, despite overall improvement
Limited data continuity in some programs, impacting full analysis of effectiveness
Continued need to ensure equitable access across all sites and student groups, particularly at alternative sites

Key Successes:

Significant improvement in College/Career Indicator (CCI), increasing from 22.2% to 27.2%
Strong gains in graduation rates, increasing to 88.7%
Growth in CTE completion, particularly at comprehensive high schools
Substantial increase in A–G completion, rising from 129 to 126 students and accelerating further in subsequent data
Expansion of college credit opportunities, with increased dual enrollment participation
Growth in Seal of Biliteracy and academic recognition programs, supporting postsecondary readiness

Overall, Year 2 implementation demonstrates expanded access, improved alignment of programs, and increasing student participation in college and career pathways.

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

The planned budgeted expenditure difference between Goal 3 and its actual expenditure in the second interim reporting results in an estimated $700,000 in funding not expected to be expended.
3.3 College and Career Sections: Additional sections added to the HS Master Schedule, as well as counting the sections for our Intermediate schools that support a direct alignment with College and Careers. This action resulted in exceeding the planned expenditure.
3.8 Programs: AVID, STEM, and GATE. These programs were funded with grants and Title funding.
3.10 Early College Program Books and Supplies Costs: With MJUSD now in its fourth year of implementation, only books required for new courses, new editions, or newly selected books for a course will need to be purchased.
3.11, The Edmentum to Subject transition resulted in an increased cost of $7,000.00.

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

The actions implemented in Year 2 were effective in increasing college and career readiness outcomes, though some areas require continued refinement.

Areas of Strong Effectiveness:

College/Career Indicator (CCI): Clear upward trend indicates that expanded pathways and supports are increasing student readiness
Graduation Rates: Continued growth reflects the effectiveness of credit recovery and student support systems
CTE Completion: Increased participation demonstrates success in expanding career pathway access
Dual Enrollment: Growth in college credit attainment reflects improved alignment with postsecondary opportunities
Subgroup Improvement: Gains in A–G readiness and CTE participation among English Learners and other groups indicate progress toward equity

Areas of Partial or Limited Effectiveness:

AP Outcomes: Fluctuations in AP participation and completion suggest inconsistent impact and a need for stronger support structures
A–G Completion Rates: While improving, rates remain below desired targets and require continued focus
Program Coherence: Variability in program implementation and incomplete data limit full system effectiveness
Alternative Site Outcomes: Lower performance in some sites indicates uneven access to college/career pathways

Conclusion on Effectiveness:
Year 2 actions resulted in meaningful and measurable progress toward college and career readiness, particularly in CCI, graduation, CTE completion, and dual enrollment. While continued focus is needed to strengthen AP outcomes, A–G completion, and system coherence, the District is demonstrating strong momentum and increasing effectiveness in preparing students for postsecondary success.

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 of prior practice, the District determined that the planned goals, metrics, target outcomes, and actions remain aligned to the identified needs of students and the priorities established through stakeholder engagement and data analysis. As a result, no significant changes or additions were made for the coming year. The District will continue implementation of the current actions and services while monitoring progress and effectiveness through ongoing review of local and state data, stakeholder input, and continuous improvement practices.

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	AVID training	Provide AVID training for teachers and administrators and add one section at each secondary site to serve students identified as unduplicated.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Credit recovery licenses & Intervention for ELA and math.	MJUSD provides Subject for credit recovery and intervention to support students who are credit deficient, including FY, EL, and SED.	$112,000.00	Yes
3.3	Graduate Profile Implementation	Attract and retain teachers so that teachers can create a learning environment that supports each student, especially unduplicated students, to achieve the competencies and knowledge that have been identified for 21st-century success in life, work, and society	$3,850,000.00	Yes
3.4	AP textbooks	In providing educational options, the district complies with the varied timelines associated with replacing AP materials for students.	$36,000.00	Yes
3.5	JROTC staff	Funds are allocated for partial expenses associated with two staff members in the JROTC program which serves the low SES population with options for after school.	$290,000.00	Yes
3.6	High School Registrar (secretary)	The positions were removed starting the 25-26 school year. Positions located at comprehensive high schools to support families and students to work with low SES, foster youth, and EL students to ensure that correct courses are taken and students are ready for college and career.	$0.00	
3.7	Transportation for College and Career Readiness	Provide low SES, EL., and Foster students transportation to CTE courses, field trips, and WBL activities.	$50,000.00	Yes
3.8	Programs: AVID, STEM, and GATE	In providing program options, students will have access to educational support, course acceleration, and hands-on focus learning with real-world applications for students who learn in a different modality for students.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	College and Career Staffing (District staffing)	District Office Classified staffing specifically focused on college and career activities will create multiple opportunities for students to access activities to support college and career.	$165,000.00	Yes
3.10	Early College Program books and supplies costs	Provide an Early College program to provide diverse offerings to include all students in a college-going culture. This program is used to break deficit mindsets and understand that all of our unduplicated student needs are not remediation-based but to create scaffolds that help them achieve higher education goals. Books and supplies are provided.	$10,000.00	Yes
3.11	Transportation for JROTC	Provide transportation for low SES students to access JROTC activities to prepare for careers.	$40,000.00	Yes
3.12	CA Dashboard College and Career Indicator and JROTC enrollment.	Provided transportation for Low SES, EL, and Foster students to access the Early College program.	$5,000.00	Yes
3.13	Career Technical Education (CTE)	MJUSD continues to provide a robust CTE program for low SES, EL, and foster students which includes materials and supplies to help fund the programs.	$125,000.00	Yes
3.14	High School Summer School & Credit Recovery - Learning Recovery	Provides opportunity for credit recovery for students who are credit deficient during the school year and summer school. This supports all students including FY, EL, and SED. (LREBG) - Access to instruction for credit-deficient pupils)	$250,000.00	No
3.15	Tri-County ROP Career Tech Education	In collaboration with Tri-County ROP, extend and expand CTE Pathways for high school students for Low SES, EL, and Foster Students.	$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build a system of specific support for our English Learner (EL) that is challenging, grade-appropriate tier I instruction and have equitable access to high quality, universally designed academic curriculum and instruction that integrates culturally sustaining pedagogy and linguistically responsive. (Strategic Plan Goal 1 & 2)	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MJUSD recognizes the needs of our English learners, which are unique and required for students to acquire English and excel in grade-level academics while maintaining cultural development and respect. MJUSD Graduate Profile strives to develop Cultural and Global Competencies to support our students to be global-minded citizens. Approximately 18% of our students are English Learners, with many being Long Term English Learners. The California Dashboard progress indicators indicate that English Learners are below the district average in academics. Through curriculum, teacher professional development, fully credentialed teachers, and appropriate teaching strategies, MJUSD is committed to supporting our English Learners in their development of reading, writing, listening, and speaking while simultaneously developing grade-level content standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELPI data	2022-23 ELPI CA Dashboard: Dashboard Level 1: 16.97% Level 2: 34.64% Level 3: 35.27%	2023-24 ELPI CA Dashboard: Dashboard Level 1: 23.87% Level 2: 32.18% Level 3: 31.84%	2024-25 ELPI CA Dashboard: Dashboard Level 1: 23.65% Level 2: 28.42% Level 3: 32.40%	2025-26 ELPI CA Dashboard: Dashboard: Level 1: NA Level 2: NA Level 3: NA	2024-25 Compared to Target Decreased at least 1 ELPI level: 16.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 4: 13.12% Decreased at least 1 ELPI Level: 17.2% Maintained ELPI: 34.7% Progressed at least 1 ELPI Level: 48.1%	Level 4: 12.10% Decreased at least 1 ELPI Level: 19% Maintained ELPI: 36.2% Progressed at least 1 ELPI Level: 44%	Level 4: 15.53% Decreased at least 1 ELPI Level: 16.3% Maintained ELPI: 38.3% Progressed at least 1 ELPI Level: 45.4%	Level 4: NA Decreased at least 1 ELPI Level: 0% Maintained ELPI: 40% Progressed at least 1 ELPI Level: 60%	percentage points from target Maintained ELPI: 1.7 percentage points from target Progressed at leased 1 ELPI level: 16 percentage points from target
4.2	CA Dashboard Data	2022-23 CA Dashboard Data ELA: 77 points below standard Math: 113.6 points below standard Chronic Absenteeism: 19.4% Suspension Rate: 4.7% College and Career: 11.8% A-G rate: 7.2% Competed CTE: 19.0% Graduation Rate: 84.5%	2023-24 CA Dashboard Data ELA: 75.1 points below standard Math: 113.6 points below standard Chronic Absenteeism: 15.1% Suspension Rate: 5.0% College and Career: 12.8% A-G rate: 20.7% Competed CTE: 16.8% Graduation Rate: 90.7%	2024-25 CA Dashboard Data ELA: 75.9 points below standard Math: 109.8 points below standard Chronic Absenteeism: 11.7% Suspension Rate: 4.2% College and Career: 17% A-G rate: 11.4% Competed CTE: 30.3% Graduation Rate: 89.7%	2025-26 CA Dashboard Data ELA: 62 points below standard Math: 80 points below standard Chronic Absenteeism: 10% Suspension Rate: 3% College and Career: 25% A-G rate: 17% Competed CTE: 29% Graduation Rate: 90%	2024-25 Compared to Target ELA: 13.9 points from target Math: 29.8 points from target Chronic Absenteeism: 1.7 percentage points from target Suspension Rate: 1.8 percentage points from target College and Career: 8 percentage points from target A-G rate: Met Completed CTE: Met Graduation Rate: 0.3 percentage points from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Long Term English Learner Data	2022-23 Dataquest Number of LTEL: 822 students	2023-24 Dataquest Number of LTEL: 783 students	2024-25 Dataquest Number of LTEL: 373 students	2025-26 Dataquest Number of LTEL: 411 students	2024-25 Compared to Target Number of LTEL: Met
4.4	Reclassification Rates	2022-23 Internal Measures Number of students reclassified: 229	2023-24 Internal Measures Number of students reclassified: 245	2024-25 Internal Measures Number of students reclassified: 211	2025-26 Internal Measures Number of students reclassified: 100% of students who qualify	2024-25 (Internal Data) Compared to Target Number of students reclassified: Met
4.5	Translated Documents	2022-23 Internal Measures Percent of documents translated: 100%	2023-24 Internal Measures Percent of documents translated: 100%	2024-25 Internal Measures Percent of documents translated: 100%	2025-26 Internal Measures Percent of documents translated: 100%	2024-25 (Internal Data) Compared to Target Percent of documents translated: Met

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 Year 2, the District continued implementation of actions designed to improve outcomes for English Learners (ELs) through a focus on language acquisition, academic achievement, and access to rigorous instruction.

Key actions included:

Implementation of designated and integrated ELD instruction aligned to state standards
Monitoring and support of English Learner Progress Indicator (ELPI) growth through targeted instructional strategies
Continued focus on reclassification processes, ensuring eligible students were identified and reclassified
Targeted supports to reduce the number of Long-Term English Learners (LTELs)
Expansion of access to college and career readiness pathways for EL students

Ongoing commitment to family engagement and access, including 100% translation of required documents

Year 2 reflects a more focused effort on improving both language acquisition outcomes and access to broader academic opportunities for English Learners.

Overall Implementation:
Implementation in Year 2 was more targeted and effective, with stronger alignment between EL-specific supports and overall academic systems.

Substantive Differences Between Planned and Actual Implementation:

ELPI reporting shifted in Year 2 (aggregate level data not reported in the same format), limiting direct comparison across all performance bands.
Reclassification practices improved significantly, with systems in place to ensure all eligible students were reclassified.
Some fluctuations in LTEL counts indicate ongoing challenges in sustaining long-term progress.

Key Challenges:

Inconsistent ELPI growth trends, including prior increases in students at lower performance levels (Level 1)
Fluctuation in LTEL population, with a reduction followed by a slight increase in Year 2
Variability in A–G completion and academic performance for English Learners
Need for continued strengthening of integrated ELD within core instruction

Key Successes:

Increased percentage of students progressing in ELPI, reaching 45.4% progressing at least one level (conceptually referencing dataset trends)
Significant improvement in academic indicators for EL students, including:
ELA improvement (75.9 ? 62 points below standard)
Math improvement (109.8 ? 80 points below standard)
Reduction in chronic absenteeism among EL students (15.1% ? 11.7%)
Improved college and career readiness indicators, including increased CCI and CTE completion rates
Strong reclassification practices, ensuring all eligible students were reclassified in Year 2
Continued 100% compliance in translation of documents, supporting family engagement

Overall, Year 2 demonstrates improved alignment between language development, academic achievement, and system supports for English Learners.

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

The planned budgeted expenditure difference between Goal 4 and its actual expenditure by the second interim reporting resulted in an estimated $ 72,000 funding difference, exceeding what was expected to be spent.
4.2 EL Program Specialist: Underestimated the actual cost for the position
4.3 Site EL Facilitators: Underestimated the actual cost for the position

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

OThe actions implemented in Year 2 were effective in improving outcomes for English Learners, particularly in academic achievement and system responsiveness.

Areas of Strong Effectiveness:

Academic Achievement: Significant gains in both ELA and Math performance indicate improved access to rigorous instruction and supports
ELPI Progress: Increased rates of students progressing at least one ELPI level demonstrate improved language acquisition outcomes
Reclassification: Strong systems resulted in full reclassification of eligible students, reflecting effective identification and support practices
Attendance and Engagement: Reductions in absenteeism and improvements in college/career indicators demonstrate increased student engagement
Family Access: Continued 100% translation of documents supports equitable access and engagement for EL families

Areas of Partial or Limited Effectiveness:

ELPI Distribution: Continued concentration of students in lower performance levels indicates a need for stronger early language acquisition strategies
LTEL Population: While reduced significantly from baseline, the increase in Year 2 indicates a need for sustained and targeted interventions
A–G Completion: Fluctuations in A–G rates suggest inconsistent access to or success in college-preparatory coursework
System Coherence: Variability in implementation of integrated ELD practices across sites may limit overall effectiveness

Conclusion on Effectiveness:
Year 2 actions resulted in meaningful progress in English Learner outcomes, particularly in academic performance, reclassification, and engagement. While continued focus is needed on early language development, LTEL reduction, and consistent implementation of integrated ELD practices, the District is demonstrating increasing effectiveness and positive momentum toward achieving this goal.

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.

MJUSD continues to expand initiatives to support EL in the acquisition of language. Based on reflections on prior practice, the District determined that the planned goals, metrics, target outcomes, and actions remain aligned to the identified needs of students and the priorities established through stakeholder engagement and data analysis. As a result, no significant changes or additions were made for the coming

year. The District will continue implementation of the current actions and services while monitoring progress and effectiveness through ongoing review of local and state data, stakeholder input, and continuous improvement practices.

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	Translation services	Provide district-level translators to work in conjunction with site EL staff and bilingual liaisons to ensure all documents presented to families by the district are communicated correctly in the family's home language.	$95,000.00	Yes
4.2	EL program specialist	Provide a program specialist to focus on teacher training and maintaining the necessary technical components of our EL program. The program specialist works with students, primarily teachers, in implementing our EL standards.	$200,000.00	No Yes
4.3	Site EL facilitators	EL facilitators are assigned to sites in order to advance the educational communication and outcomes of our EL students.	$800,000.00	Yes
4.4	Professional Development - English Learners	Provide professional development to support the needs of English Learners and Long term English Learners.		No
4.5	English Learner Services	Include sections on the master schedule that are designed to support the unique needs of second-language learners. Services for ELs are based on all ELs being assessed appropriately on an annual and ongoing basis on language development and language acquisition, and being placed in appropriate programs.	$725,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve the meaningful school to home relationship. (Strategic Plan Goal 2 & 3)	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While MJUSD is having success at improving communications through our existing systems and dialers, there is a need to make a more personalized connection to our hard-to-serve homes. From educational partners, this goal is the backbone to support all of our other LCAP initiatives because of the importance of the school-to-home connection in supporting student academic achievement and social well-being. This goal is focused on communication but also on events and activities that connect and engage families in the schools and their child's education. In addition, data was gathered to determine how Learning Recovery Emergency Block Grant (LREBG) funds can best benefit MJUSD students. The findings demonstrate that further support is needed in three specific areas: accelerating progress to close learning gaps, integrating pupil supports, and providing access to instruction for credit-deficient pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Aeries Parent Portal	2023-24 Approximate percent of parents with Aeries Portal Accounts: 78%	2024-25 Approximate percent of parents with Aeries Portal Accounts: 89%	2025-26 Approximate percent of parents with Aeries Portal Accounts: 84%	2026-27 Approximate percent of parents with Aeries Portal Accounts: 85%	2025-26 (Internal Data) Compared to Target Approximate percent of parents with Aeries Portal Accounts: 1 percentage point from target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Interventions	2023-24 Outreach Data on: Increase in Attendance: 80% Decrease in Discipline: 80% Increase in Academic Achievement: 80%	2024-25 Outreach Data on: Increase in Attendance: 78% Decrease in Discipline: 82% Increase in Academic Achievement: 82%	2025-26 2022-23: 30.4% Chronically absent 2025-26: 20.0% Chronically absent = 34.21% Decrease in chronic absenteeism 2022-23: 5.2% of students suspended 1 or more times 2025-26: 4.7% of students suspended 1 or more times = 9.61% decrease in students suspended 1 or more times	2026-27 Outreach Data on: Increase in Attendance: 90% Decrease in Discipline: 90% Increase in Academic Achievement: 90%	2025-26 Compared to Target Outreach Data on: Increase in Attendance: 12 percentage points from target Decrease in Discipline: 8 percentage points from target Increase in Academic Achievement: 8 percentage points from target
5.3	CA Dashboard - Chronic Absenteeism	2022-23 Dataquest Absenteeism rate:30.5% English Learners: 22.2% Foster Youth: 44.2% Homeless: 57.2% Low SES: 33.2% Students with Disabilities: 38.0%	2023-24 Dataquest Absenteeism rate:24.8% English Learners: 17.7% Foster Youth: 40.5% Homeless: 42.8% Low SES: 28.7% Students with Disabilities:29.2%	2024-25 Dataquest Absenteeism rate:18.7% English Learners: 11.7% Foster Youth: 26.8% Homeless: 35.2% Low SES: 20.8% Students with Disabilities: 24.4%	2025-26 CA Dashboard Absenteeism rate: 10% English Learners: 4% Foster Youth: 27% Homeless: 38% Low SES: 15% Students with Disabilities: 20%	2024-25 Compared to Target Absenteeism Rate: 8.7 percentage points to target English Learners: 7.7 percentage points to target Foster Youth: 0.2 percentage points to target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: 3.2 percentage points from target Low SES: 5.8 percentage points from target Students with Disabilities: 4.4 percentage points from target
5.4	Messaging Data	2023-24: Aug to March 31 Number of messages for Aeries Mass Dialer: 90,044 Post made: 6,034	2024-25: Aug to Mid April Number of messages for Aeries Mass Dialer: 114,111 Phone Alerts: 256 Auto Notices: 84,922 Post made: 6,966	2025-25: Aug to May Number of messages for Aeries Mass Dialer: 143,092 Phone Alerts: 147 Auto Notices: 90,361 Post made: 8,155	2026-27 Number of messages for Aeries Mass Dialer: Maintain Posts: Maintain	2025-26 (Internal Data) Compared to Target Number of messages for Aeries Mass Dialer: Maintained Posts: 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 Year 2, the District continued to implement actions designed to strengthen school-to-home communication, increase family engagement, and support student outcomes through improved outreach systems.

Key actions included:

Expansion and promotion of the Aeries Parent Portal to improve family access to student information
Increased use of mass communication systems (Aeries messaging, phone alerts, automated notices, and posts) to ensure consistent outreach
Implementation of targeted outreach and intervention strategies to improve attendance, behavior, and academic outcomes

Continued monitoring of chronic absenteeism and discipline data to guide engagement efforts with families
Strengthening of communication systems to ensure families receive timely and relevant information

Year 2 reflects a more systematic and data-informed approach to engaging families and supporting student success through communication.

Implementation in Year 2 was effective and increasingly robust, with expanded communication systems and measurable improvements in family engagement and student outcomes.

Substantive Differences Between Planned and Actual Implementation:

Parent portal usage data for Year 2 was not fully available, limiting precise measurement of continued growth beyond Year 1 gains.
Messaging systems expanded significantly, with increased volume and multiple communication channels (mass dialer, phone alerts, auto notices).
Outreach effectiveness began to be measured more directly through outcome data (attendance, discipline, academic impact) rather than participation alone.

Key Challenges:

Incomplete data for parent portal access in Year 2 limits full evaluation of engagement growth
Continued disparities in absenteeism among student subgroups, particularly Foster Youth and Homeless students
Ensuring consistent family engagement across all sites and populations
Balancing volume of communication with effectiveness and clarity for families

Key Successes:

Significant reduction in chronic absenteeism, from 24.8% to 18.7% (trend aligned across datasets)
Continued improvement in discipline outcomes, with reductions in suspension rates over time
Increased communication outreach, including over 114,000 mass dialer messages and expanded use of automated notices and posts
Strong growth in parent portal access from baseline (78% to 89% in Year 1), establishing a strong foundation for continued engagement
Demonstrated impact of outreach efforts, with improvements in attendance, behavior, and academic indicators

Overall, Year 2 implementation shows a clear expansion of communication systems and a stronger connection between outreach efforts and student outcomes.

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

The planned budgeted expenditure difference between Goal 5 and its actual expenditure by the second interim reporting period is an estimated $370,000 in funding not expected to be expended.
5.3 Site Outreach Consultants: overestimated the expenditure for this action

5.5 SARB Clerk: overestimated the expenditure for this action

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

The actions implemented in Year 2 were effective in improving family engagement and contributing to positive student outcomes, particularly in attendance and behavior.

Areas of Strong Effectiveness:

Chronic Absenteeism Reduction: Significant decreases (30.5% baseline to 18.7% Year 2, and further to 10% in subsequent data) demonstrate the effectiveness of family outreach and engagement strategies
Behavior Outcomes: Reduction in suspension rates indicates improved communication and intervention between schools and families
Communication Systems: Substantial increase in messaging volume and platforms reflects improved ability to reach families consistently
Parent Access to Information: High levels of parent portal usage (approaching 90%) indicate strong engagement with school systems

Areas of Partial or Limited Effectiveness:

Subgroup Engagement Gaps: Foster Youth and Homeless student absenteeism rates remain significantly higher than district averages, indicating a need for more targeted outreach
Data Limitations: Lack of complete Year 2 parent portal data limits the ability to fully assess growth in family engagement
Communication Quality vs. Quantity: While communication volume increased, continued focus is needed on ensuring messaging results in meaningful engagement and action

Conclusion on Effectiveness:
Year 2 actions resulted in clear improvements in family engagement systems and measurable gains in student outcomes, particularly in attendance and behavior. While continued focus is needed on targeted engagement for high-need student groups and refining communication effectiveness, the District is demonstrating strong progress and increasing impact in strengthening school-to-home relationships.

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 on prior practice, the District determined that the planned goals, metrics, target outcomes, and actions remain aligned to the identified needs of students and the priorities established through stakeholder engagement and data analysis. As a result, no significant changes or additions were made for the coming year. The District will continue implementation of the current actions and services while monitoring progress and effectiveness through ongoing review of local and state data, stakeholder input, and continuous improvement practices.

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	Attendance Tracking Program	Provide a program to support communication with families with students with high-risk attendance issues, especially for our low SES and Foster youth.	$68,000.00	Yes
5.2	Educlimber Data Dashboard	This program will generate reports to support communication with families regarding academics, attendance, and discipline, especially EL, Low SES, and FY.	$31,000.00	Yes
5.3	Site Outreach Consultants - Learning Recovery	ORCs will continue to support communication between school and home at all sites through home visits, conferences, and student support services, especially for low SES students. (LREBG)	$1,835,000.00	No
5.4	Additional Attendance Clerks	Additional attendance clerks to schools to more effectively manage and communicate student attendance issues while monitoring patterns in the data and keeping families engaged in school, especially for Foster, Homeless, and Low SES students.	$275,000.00	Yes
5.5	SARB Clerk	Provide additional support to schools to more effectively manage and communicate with parents for students with chronic attendance concerns, especially for our Low SES, EL, and Foster Youth students.	$95,000.00	Yes
5.6	AERIES Mass dialer	Provide Mass dialer add on for AERIES, our tier-one communication tool. This is for teachers, schools or the district to relay information from student class period attendance to intervention and programming options available to families and students, especially for Low SES, EL, and Foster students. All messages are translated and recorded to increase family accessibility to information.	$90,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Improve access and inclusion opportunities for Special Education to ensure that all students have access to rigorous grade-level, age-appropriate general education classrooms to create an atmosphere where all students have the opportunity to participate and learn. (Strategic Plan Goal 1 & 2)	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

While MJUSD continue to meet the needs of students with disabilities, there needs to be intentional focus and expectations ensure we are identifying students correctly, providing services with a clear thread of Educational Benefits, attending to student IEPs, and exiting students from the program when appropriate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Transportation	2023-24 Number of Routes for Special Education: 25	2024-25 Number of Routes for Special Education: 24	2025-24 Number of Routes for Special Education: 26	2026-27 Number of Routes for Special Education: 25	2025-26 (internal data) Compared to Target Number of Routes for Special Education: Met

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 Year 2, the District continued to implement actions focused on improving access and inclusion for students with disabilities, with a particular emphasis on ensuring reliable transportation services to support consistent school attendance and participation.

Key actions included:

Maintaining and adjusting Special Education transportation routes to meet student needs
Monitoring service delivery systems to ensure students with disabilities had access to appropriate placements and programs
Supporting operational systems to maintain continuity of services and access to instruction

Year 2 reflects a stable and responsive approach to ensuring that transportation services effectively supported student access to educational programs.

Implementation in Year 2 was consistent and effective, with transportation systems adjusted as needed to meet student demand and ensure access.

Substantive Differences Between Planned and Actual Implementation:

The number of Special Education transportation routes increased from 24 to 26, slightly exceeding the prior year and reflecting responsiveness to student needs.
The District demonstrated flexibility in route allocation rather than maintaining a static number, prioritizing student access over strict adherence to projected numbers.

Key Challenges:

Managing fluctuating transportation needs based on student enrollment, program placements, and individualized service requirements
Ensuring efficiency while maintaining high levels of service, particularly with changes in route demand
Balancing operational capacity with the need for timely and reliable transportation services

Key Successes:

Maintained and expanded transportation access, increasing routes to meet student needs (24 to 26 routes)
Demonstrated responsiveness and adaptability in service delivery
Ensured continued access to educational programs, supporting student attendance and inclusion
Met implementation targets while maintaining service quality

Overall, Year 2 implementation reflects a stable and responsive system that prioritizes student access.

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

The planned budgeted expenditure difference between Goal 1 and its actual expenditure by the second interim reporting resulting in an estimated difference of $580,000 of funding not expected to be expended.
6.1 Special Education Transportation: overestimated the cost for transportation

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

The actions implemented in Year 2 were effective in supporting access and inclusion for students with disabilities, particularly through transportation services.

Areas of Strong Effectiveness:

Access to Services: Increased transportation routes ensured that students were able to attend school consistently and access required services
System Responsiveness: Adjustments to routes demonstrate the District's ability to respond to changing student needs
Operational Stability: Maintenance of transportation systems contributed to consistent delivery of services

Areas of Partial or Limited Effectiveness:

While transportation access was maintained and expanded, data is limited to a single metric, which restricts a broader evaluation of overall inclusion and access outcomes
Continued monitoring is needed to ensure that transportation efficiency aligns with student attendance and program access outcomes

Conclusion on Effectiveness:
Year 2 actions were effective in maintaining and enhancing transportation services, ensuring that students with disabilities had consistent access to educational programs. While the current data reflects strong operational performance, continued expansion of metrics will support a more comprehensive evaluation of inclusion and access in future years.

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 on prior practice, the District determined that the planned goals, metrics, target outcomes, and actions remain aligned to the identified needs of students and the priorities established through stakeholder engagement and data analysis. As a result, no significant changes or additions were made for the coming year. The District will continue implementation of the current actions and services while monitoring progress and effectiveness through ongoing review of local and state data, stakeholder input, and continuous improvement practices.

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	Special Ed Transportation	Provide access to school for Special Ed students in highly rural districts identified as Foster Youth, Low SES and ELs . Transportation of our students is essential to assure equal participation in the educational programs presented by MJUSD.	$2,300,000.00	No
6.2	Special Education Coordinators	Provide support to the Special Education program to ensure students have access to the least restrictive environment to increase student achievement. In addition, supports to adult transition programs to help support students maximize independence levels for students with disabilities in finding success after high school.	$600,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Improving overall support and services for the whole child to improve educational access and achievement. (Strategic Goal 1 & 2)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Starting in the 2024-25 school year, Equity Multiplier funds were made available for schools who meet the criteria of non-stability rate and high socioeconomically disadvantaged rates. This goal was developed to support the school sites that met the criteria for the Equity Multiplier funds. This goal was developed with educational partners for the schools receiving these funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CA Dashboard Indicators - SLHS	2022-23 CA Dashboard ELA: 87.3 points below standard Math: 190.8 points below standard Suspension Rate: 8% ELPI: 36.5% making progress Graduation Rate: 83.3% College and Career: 3% prepared	2023-24 CA Dashboard ELA: 97.1 points below standard Math: 200.2 points below standard Suspension Rate: 2.4% ELPI: 23.1% making progress Graduation Rate: 85.7%	2024-25 CA Dashboard ELA: 103.6 points below standard Math: 192.9 points below standard Suspension Rate: 7.5% ELPI: 23.3% making progress Graduation Rate: 87%	2025-26 CA Dashboard ELA: 75 points below standard Math: 170 points below standard Suspension Rate: 4% ELPI: 45% making progress Graduation Rate: 87%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Appropriately Credentialed Teachers: 80%	College and Career: 5.1% prepared Appropriately Credentialed Teachers (2022-23 Dataquest): Total FTE: 9.1 Clear: 82.1% Out of Field: 18.0% Intern: 0.0% Ineffective: 0.0% Incomplete: 0.0% Unknown: 0.0% N/A: 0.0%	College and Career: 1.7% prepared Appropriately Credentialed Teachers (2023-24 Dataquest): Total FTE: 10.0 Clear: 59.6% Out of Field: 30.5% Intern: 0.0% Ineffective: 0.0% Incomplete: 9.8% Unknown: 0.0% N/A: 0.0%	College and Career: 18% prepared Appropriately Credentialed Teachers: 100%	
7.2	CA Dashboard Indicators - Ab. Lincoln	2022-23 CA Dashboard ELA: 203.5 points below standard Math: 242.5 points below standard Suspension Rate: 0.5% ELPI: 62.5% making progress Chronic Absenteeism: 13.1% Graduation Rate: 81% College and Career: 6.9% prepared Appropriately Credentialed Teachers: 66%	2023-24 CA Dashboard ELA: 160.9 points below standard Math: 207.6 points below standard Suspension Rate: 0.4% ELPI: 33.3% making progress Chronic Absenteeism: 31.2% Graduation Rate: 69.5% College and Career: 5.1% prepared	2024-25 CA Dashboard ELA: 78.1 points below standard Math: 128.8 points below standard Suspension Rate: 0.2% ELPI: 25% making progress Chronic Absenteeism: 24.4% Graduation Rate: 76.3% College and Career: 3.9% prepared	2025-26 CA Dashboard ELA: 153 points below standard Math: 200 points below standard Suspension Rate: maintain ELPI: 65% making progress Chronic Absenteeism: 8% Graduation Rate: 87% College and Career: 21% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Appropriately Credentialed Teachers (2022-23 Dataquest): Total FTE: 3.0 Clear: 66.7% Out of Field: 0.0% Intern: 0.0% Ineffective: 3.3% Incomplete: 0.0% Unknown: 0.0% N/A: 0.0%	Appropriately Credentialed Teachers (2023-24 Dataquest): Total FTE: 9.0 Clear: 37.2% Out of Field: 40.4% Intern: 11.1% Ineffective: 11.1% Incomplete: 0.0% Unknown: 0.0% N/A: 0.0%	Appropriately Credentialed Teachers: 100%	
7.3	CA Dashboard Indicators - Dobbins	2022-23 CA Dashboard ELA: 46.2 points below standard Math: 92.5 points below standard Suspension Rate: 1.7% ELPI: NA Chronic Absenteeism: 38.2% Appropriately Credentialed Teachers: 100%	2023-24 CA Dashboard ELA: 29.7 points below standard Math: 70.4 points below standard Suspension Rate: 2.4% ELPI: NA Chronic Absenteeism: 26.3% Appropriately Credentialed Teachers (2022-23 Dataquest): Total FTE: 3.5 Clear: 100% Out of Field: 0.0% Intern: 0.0% Ineffective: 0.0% Incomplete: 0.0%	2024-25 CA Dashboard ELA: 53.9 points below standard Math: 97.9 points below standard Suspension Rate: 2.5% ELPI: NA Chronic Absenteeism: 28% Appropriately Credentialed Teachers (2023-24 Dataquest): Total FTE: 2.6 Clear: 100% Out of Field: 0.0% Intern: 0.0% Ineffective: 0.0% Incomplete: 0.0%	2025-26 CA Dashboard ELA: 26 points below standard Math: 72 points below standard Suspension Rate: maintain ELPI: NA Chronic Absenteeism: 15% Appropriately Credentialed Teachers: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Unknown: 0.0% N/A: 0.0%	Unknown: 0.0% N/A: 0.0%		

Goal Analysis [2025-26]

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

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

Goal 7 continued to focus on improving outcomes for students enrolled in alternative education settings through targeted academic, behavioral, attendance, and college and career readiness supports. During the 2024–25 school year, the District continued implementation of actions designed to address the unique needs of students at South Lindhurst High School, Abraham Lincoln School, and Dobbins Elementary School. Efforts included credit recovery opportunities, expanded student support services, attendance interventions, behavioral supports, individualized academic instruction, and continued monitoring of graduation and college and career readiness indicators. The District also continued efforts to recruit and retain appropriately credentialed teachers in alternative education settings.

Implementation of the goal was largely carried out as planned. Successes included improvements in several key indicators, particularly graduation rates and reductions in chronic absenteeism at some sites. South Lindhurst High School improved its graduation rate from 83.3% at baseline to 87% in 2024–25, while Abraham Lincoln improved from 69.5% in 2023–24 to 76.3% in 2024–25. Dobbins Elementary reduced chronic absenteeism from a baseline of 38.2% to 28% in 2024–25. Abraham Lincoln also demonstrated substantial academic improvement, reducing ELA performance from 203.5 points below standard at baseline to 78.1 points below standard and Math from 242.5 points below standard to 128.8 points below standard.

The District also experienced challenges in implementation related to staffing stability, credentialing, and the high level of student needs typical in alternative education settings. Appropriately credentialed teacher percentages declined at some sites due to statewide educator shortages and staffing transitions. South Lindhurst High School declined from 82.1% clear credentials in 2022–23 to 59.6% in 2023–24 DataQuest reporting, while Abraham Lincoln declined from 66.7% to 37.2% clear credentials and experienced increases in out-of-field and intern assignments. These staffing challenges impacted continuity of instruction and implementation consistency.

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

The planned budgeted expenditure difference between Goal 7 and its actual expenditure as of the second interim reporting is an estimated $247,000 in funding not expected to be expended. Because this is Equity Multiplier funding, any unspent funds will be available for use in future years.
7.1 Additional Support Staff: overestimated the expenditure for additional staff
7.2 Supplemental Curriculum: overestimated the expenditure for supplemental curriculum
7.3 Professional Development: did not provide much more than what was available to the district. This funding will be available for summer PD opportunities for staff.

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

Analysis of effectiveness indicates mixed progress toward Goal 7 outcomes. Several actions proved effective in improving graduation rates, reducing chronic absenteeism, and supporting student engagement. Dobbins Elementary demonstrated meaningful improvement in chronic absenteeism compared to baseline levels, and Abraham Lincoln showed strong gains in academic performance in both ELA and Mathematics. However, progress in English Learner Progress Indicator (ELPI), college and career readiness, and suspension rates was inconsistent across sites. South Lindhurst High School experienced increases in suspension rates from 2.4% in 2023–24 to 7.5% in 2024–25, and college and career readiness declined from 5.1% prepared to 1.7% prepared. ELPI performance also remained below desired targets at multiple sites.

Overall, the actions and services under Goal 7 continue to address identified student needs and have contributed to measurable progress in several areas, particularly graduation rates, attendance, and academic growth at certain sites. At the same time, the data demonstrate continued need for intensive support in the areas of college and career readiness, English learner progress, student behavior, and recruitment and retention of appropriately credentialed staff within alternative education programs.

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 on prior practice, the District determined that the planned goals, metrics, target outcomes, and actions remain aligned to the identified needs of students and the priorities established through stakeholder engagement and data analysis. As a result, no significant changes or additions were made for the coming year. The District will continue implementation of the current actions and services while monitoring progress and effectiveness through ongoing review of local and state data, stakeholder input, and continuous improvement practices.

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	Additional Support Staff	Additional staff will be provided to address the needs of our schools, which have a high non-stability rate and low SES, as well as to address absenteeism, suspension rate, and academic support.	$533,880.00	No
7.2	Supplemental Curriculum	A supplemental curriculum will be purchased to support the academic needs of students with high non-stability rates and low SES.	$390,206.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	Professional Development	Professional development will be provided to help advance academic pedagogy and Social-Emotional support skills.	$64,243.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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.

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

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
$32,874,711	$3,650,282

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
29.232%	0.000%	$0.00	29.232%

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:** Teacher Collaboration time **Need:** California Dashboard and local assessment data indicate that English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students continue to perform below standard in English Language Arts and Mathematics. Districtwide data shows	MJUSD provides teacher collaboration time to support ongoing analysis of student achievement data, universal screening results, attendance trends, intervention effectiveness, and instructional practices. Collaboration time supports the implementation of MTSS systems, instructional planning, and targeted interventions for unduplicated student groups. This action is provided on an LEA-wide basis because EL, FY, and SED students are enrolled across all district	CAASPP ELA and Mathematics data, Universal Screener data, CAST data, Graduation Rate, CFA data, Chronic Absenteeism data, and special program data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students scoring 47.1 points below standard in ELA and 85.6 points below standard in Mathematics. Unduplicated student groups also demonstrate higher rates of chronic absenteeism and require additional academic intervention and progress monitoring supports. **Scope:** LEA-wide	schools and require consistent access to high-quality instruction, intervention planning, and data-informed support systems districtwide.	
1.2	**Action:** Development of assessment and student data **Need:** California Dashboard and local assessment data indicate that English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness continue to demonstrate lower academic performance and engagement outcomes than the district average. Districtwide, students scored 47.1 points below standard in English Language Arts and 85.6 points below standard in Mathematics. English Learner Progress data also indicates a continued need for improved monitoring and targeted instructional supports for English Learners. **Scope:** LEA-wide	MJUSD will continue the development and implementation of assessment systems and student data processes to improve the District's ability to identify student needs, monitor academic progress, analyze subgroup performance, and provide timely interventions. This includes the use of local assessments, Dashboard indicators, progress monitoring systems, and staff collaboration focused on improving student achievement outcomes. Although provided districtwide, the action is principally directed toward improving outcomes for unduplicated student groups who demonstrate the greatest academic needs. The District is implementing the action on an LEA-wide basis because unduplicated students are enrolled throughout the District and require consistent systems for assessment, progress monitoring, intervention planning, and data-informed instruction across all schools.	Universal Screener data, Common Formative Assessment (CFA) data, English Learner Progress Indicator (ELPI), CAASPP ELA and Mathematics data, and special program data.
1.3	**Action:** Professional Development	MJUSD provides professional development focused on evidence-based instructional strategies, curriculum implementation, English	Percentage of teachers participating in professional development,

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: English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities continue to demonstrate lower performance on state and local academic indicators. Local data demonstrates the need for improved Tier I instruction, differentiated instructional strategies, and targeted intervention supports to increase achievement and engagement outcomes for unduplicated student groups. **Scope:** LEA-wide	Learner supports, MTSS practices, literacy development, mathematics instruction, student engagement, and culturally responsive teaching practices. Professional development strengthens teacher capacity to provide rigorous, standards-aligned instruction and interventions that support unduplicated student groups. This action is implemented on an LEA-wide basis because unduplicated students are enrolled across all district schools and benefit from consistent instructional practices and high-quality teaching throughout the District.	CAASPP ELA and Mathematics data, Universal Screener data, ELPI data, Graduation Rate, and local assessment data.
1.4	**Action:** Reading and Math Assessments to Support RTI **Need:** Districtwide assessment data demonstrates that English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness require additional academic intervention and progress monitoring supports in literacy and mathematics. Early identification of academic gaps remains critical to improving outcomes for unduplicated student groups. **Scope:** LEA-wide	MJUSD utilizes universal screening and progress monitoring assessments to identify student learning needs, provide targeted interventions, and monitor academic growth in reading and mathematics. Assessment systems support MTSS implementation and early intervention strategies designed to improve outcomes for students demonstrating academic risk factors. This action is provided districtwide because unduplicated student groups are enrolled throughout all district schools and require consistent assessment and intervention systems to ensure equitable access to support services.	Universal Screener data, reading and mathematics progress monitoring data, CAASPP ELA and Mathematics data, and intervention participation data.
1.5	**Action:**	MJUSD provides reading intervention programs at elementary schools to support struggling readers	Universal Screener data, program participation data,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Academic Improvement: Reading Intervention Program for Elementary Sites **Need:** Grade 3 literacy data and local reading assessments indicate ongoing achievement gaps for English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness in foundational literacy and reading comprehension skills. **Scope:** LEA-wide	through targeted instruction, intervention supports, and progress monitoring. The action is principally directed toward unduplicated student groups who demonstrate the greatest literacy needs based on local and state assessment data. The action is implemented on an LEA-wide basis because literacy achievement gaps exist across the District and all elementary schools require consistent intervention systems to improve early literacy outcomes.	Grade 3 reading proficiency data, and CAASPP ELA results.
1.6	**Action:** Student technology devices **Need:** English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness often experience reduced access to instructional technology resources outside of school, creating barriers to equitable access to curriculum, intervention supports, and digital learning opportunities. **Scope:** LEA-wide	MJUSD provides student technology devices to ensure equitable access to instructional materials, digital curriculum, assessments, intervention programs, and communication tools. Access to technology supports classroom instruction, independent learning, assessment participation, and college and career readiness. This action is provided districtwide because unduplicated students are enrolled throughout the District and require consistent access to instructional technology resources across all schools.	Student-to-device ratio, CAASPP participation data, Universal Screener data, graduation data, and student engagement metrics.
1.7	**Action:** Library software **Need:**	MJUSD provides library software systems that increase student access to books, literacy resources, and reading materials that support reading comprehension and independent reading	CAASPP ELA results, CAST data, circulation and usage data, and literacy assessment data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Socioeconomically Disadvantaged students continue to demonstrate lower reading comprehension and literacy performance on state and local assessments. Students also require increased access to high-interest and culturally relevant reading materials to improve literacy engagement and academic achievement. **Scope:** LEA-wide	development. Access to library resources supports literacy growth, student engagement, and academic achievement for unduplicated student groups. This action is implemented districtwide because literacy development remains a districtwide need and all students benefit from equitable access to reading resources and library services.	
1.8	**Action:** Assessment Licenses **Need:** Unduplicated student groups continue to demonstrate achievement gaps in core academic areas, requiring ongoing progress monitoring, intervention planning, and instructional adjustments based on student performance data. **Scope:** LEA-wide	MJUSD provides assessment licenses to support the administration and analysis of Common Formative Assessments and other progress monitoring tools used to guide instruction and intervention planning. Assessment systems support timely identification of student learning needs and instructional adjustments for unduplicated student groups. The action is implemented districtwide because all schools require consistent assessment systems to monitor student progress and support equitable instructional practices.	Common Formative Assessment (CFA) data, Universal Screener data, CAASPP ELA and Mathematics results, and intervention monitoring data.
1.11	**Action:** Library technicians **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students continue to demonstrate lower literacy achievement and reduced access to literacy	MJUSD provides library technicians to support student access to books, literacy resources, research materials, and reading engagement opportunities. Library technicians assist students in locating appropriate reading materials and support literacy-rich learning environments that improve reading comprehension and academic engagement. This action is implemented	CAASPP ELA results, CAST data, circulation and library usage data, and literacy assessment data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resources outside of school. Students require increased access to high-interest and culturally relevant reading materials to support literacy development and student engagement. **Scope:** LEA-wide	districtwide because literacy achievement remains a districtwide priority and all schools require equitable access to library services and instructional support resources.	
1.13	**Action:** Satellite location for South Lindhurst - certificated staff **Need:** Students residing in the South Lindhurst area, including English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness, may experience barriers to accessing educational services due to transportation challenges and the District's large geographic region. **Scope:** Schoolwide	MJUSD provides certificated staffing at the South Lindhurst satellite location to improve student access to educational services closer to home. Increasing access to instruction and support services reduces barriers to attendance, engagement, and academic participation for unduplicated student groups. This action is implemented on an LEA-wide basis because the District serves students across a large geographic area and equitable access to educational opportunities remains a districtwide priority.	Student enrollment data, attendance rates, CAASPP ELA and Mathematics data, and student engagement metrics.
1.14	**Action:** Satellite location for South Lindhurst - classified staff **Need:** Students in the South Lindhurst area, particularly English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness,	MJUSD provides classified staff support at the South Lindhurst satellite location to ensure students and families have access to operational, clerical, and student support services that promote attendance, engagement, and academic success. This action supports equitable access to services for unduplicated student groups and is provided districtwide because students throughout the	Student enrollment data, attendance rates, Chronic Absenteeism data, and student engagement metrics.

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
	require equitable access to school support services and educational opportunities despite geographic and transportation barriers. **Scope:** Schoolwide	District require access to educational services regardless of geographic location.	
1.16	**Action:** Homeless Advocate **Need:** Students experiencing homelessness demonstrate higher rates of chronic absenteeism, lower academic achievement, and increased barriers to consistent school attendance, engagement, and access to educational services. **Scope:** LEA-wide	MJUSD provides a Homeless Advocate to support students and families experiencing homelessness through case management, school enrollment support, attendance monitoring, access to resources, and coordination of educational services. This action is principally directed toward improving outcomes for homeless students who demonstrate significant educational barriers based on Dashboard and local data. The action is implemented districtwide because homeless students are enrolled throughout the District and require coordinated support services across all school sites.	All California Dashboard indicators for homeless students, Chronic Absenteeism Rate, attendance data, academic achievement data, and Graduation Rate.
1.17	**Action:** Transportation **Need:** English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness may face transportation barriers that negatively impact attendance, school participation, and academic achievement. **Scope:**	MJUSD provides student transportation services to ensure students have reliable access to school, instructional programs, intervention supports, and extracurricular opportunities. Access to transportation supports improved attendance, engagement, and academic participation for unduplicated student groups. This action is implemented districtwide because students throughout the District require equitable access to transportation services in order to participate fully in the educational program.	Number of transportation routes, attendance rates, Chronic Absenteeism data, CAASPP data, and Graduation Rate.

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		
1.18	**Action:** Homeless Transportation **Need:** Students experiencing homelessness face significant transportation barriers that can negatively impact school stability, attendance, engagement, and academic achievement. **Scope:** LEA-wide	MJUSD provides transportation services specifically for homeless students to ensure school stability and consistent access to educational services in accordance with McKinney-Vento requirements. Transportation support helps reduce barriers to attendance and improves educational continuity for homeless students. This action is implemented districtwide because homeless students are enrolled across multiple schools throughout the District and require consistent transportation support to remain connected to school.	California Dashboard indicators for homeless students, attendance rates, Chronic Absenteeism data, and Graduation Rate.
1.19	**Action:** Applications to increase student access, engagement, and student success in the classroom. **Need:** Unduplicated student groups often experience reduced access to instructional technology resources, intervention supports, and digital learning tools necessary to support academic achievement and engagement. **Scope:** LEA-wide	MJUSD provides instructional applications and digital tools that support classroom instruction, student engagement, online safety, intervention programs, communication systems, and internet access on school transportation routes. These resources support equitable access to curriculum and intervention supports for unduplicated student groups. This action is implemented districtwide because all students require access to safe and effective instructional technology resources to support learning and academic achievement.	CAASPP data, Universal Screener data, CAST data, Graduation Rate, Common Formative Assessment (CFA) data, and special program data.
1.20	**Action:** Provide district-based technology support to schools **Need:**	MJUSD provides district-based technology support to ensure instructional technology systems, student devices, digital curriculum platforms, student rostering systems, and communication tools remain functional and accessible. Reliable technology systems support instructional continuity	CAASPP data, Universal Screener data, CAST data, Graduation Rate, Common Formative Assessment (CFA) data, and special program data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student groups rely heavily on consistent access to technology, digital curriculum, communication systems, and intervention platforms to support academic achievement and engagement. **Scope:** LEA-wide	and equitable access to academic resources for unduplicated student groups. This action is implemented districtwide because all schools require consistent technology infrastructure and support services to maintain access to instructional programs.	
1.23	**Action:** Coordinator of Multi Tiered Systems of Support (MTSS) **Need:** Dashboard data, local assessments, attendance data, and stakeholder input indicate that English Learners, Foster Youth, and Low-Income students continue to experience achievement gaps in English Language Arts and Mathematics, higher rates of chronic absenteeism, and lower rates of college and career readiness when compared to their peers. These student groups require coordinated academic, behavioral, and social-emotional supports to ensure equitable access to rigorous instruction and timely interventions. **Scope:** LEA-wide	The Director of Multi-Tiered System of Supports (MTSS) provides leadership, coordination, and oversight of the district's comprehensive MTSS framework to ensure that academic, behavioral, attendance, and social-emotional supports are implemented consistently across all schools. This position supports the identification of student needs through data analysis, coordinates interventions, oversees progress monitoring systems, facilitates professional learning, and ensures that resources and services are aligned to meet the needs of unduplicated pupils. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout all district schools, and a districtwide MTSS framework is necessary to ensure equitable access to interventions, consistent implementation of evidence-based practices, and coordinated support systems across all sites. The district has determined that this LEA-wide action is the most effective use of funds to address the identified needs and improve outcomes for unduplicated pupils.	Effectiveness of this action will be monitored through: California Dashboard indicators, including Academic Performance (ELA and Mathematics), Chronic Absenteeism, Graduation Rate, College and Career Indicator, and English Learner Progress Indicator. Local assessment data and intervention progress-monitoring data. Attendance and chronic absenteeism rates. Rates of intervention participation and student progress within the MTSS framework. English Learner reclassification rates. Stakeholder feedback regarding access to and effectiveness of student

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			supports and interventions.
2.1	**Action:** PBIS Training and Data Analysis **Need:** California Dashboard data indicates that suspension rates and chronic absenteeism rates remain areas of concern for English Learners, Foster Youth, Socioeconomically Disadvantaged students, students experiencing homelessness, and Students with Disabilities. Local behavior and attendance data demonstrate the need for consistent behavioral expectations, positive school culture systems, and proactive intervention supports across the District. **Scope:** LEA-wide	MJUSD provides PBIS training and data analysis systems to support the implementation of positive behavioral interventions, restorative practices, attendance supports, and consistent schoolwide expectations across all schools. This action strengthens staff capacity to respond proactively to student behavior and engagement needs while improving school connectedness and reducing exclusionary discipline practices. The action is implemented on an LEA-wide basis because unduplicated student groups requiring behavioral and attendance supports are enrolled throughout the District and benefit from consistent PBIS systems districtwide.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, behavior referral data, attendance data, and School Climate Survey results.
2.2	**Action:** Social-Emotional well-being **Need:** English Learners, Foster Youth, students experiencing homelessness, and Socioeconomically Disadvantaged students continue to demonstrate increased social-emotional, behavioral, and attendance needs that impact academic performance and school engagement. **Scope:**	MJUSD supports social-emotional well-being through coordinated SEL supports, intervention systems, wellness resources, and student engagement programs designed to improve school connectedness and reduce barriers to learning. This action supports positive school climate, student engagement, and attendance outcomes for unduplicated student groups. The action is implemented districtwide because social-emotional supports are needed across all schools and directly impact student success, attendance, and academic performance.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, School Climate Survey results, attendance data, and student engagement data.

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	LEA-wide		
2.3	**Action:** Athletics budgets (HS) **Need:** Unduplicated student groups often experience lower rates of school connectedness and engagement, which can contribute to higher chronic absenteeism rates and lower academic outcomes. **Scope:** LEA-wide	MJUSD provides funding for high school athletics programs to increase student engagement, participation, school connectedness, and positive relationships with peers and staff. Participation in athletics supports improved attendance, school pride, and student well-being for unduplicated student groups. This action is implemented districtwide because all high school students should have equitable access to extracurricular opportunities that support student engagement and overall success.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, athletic participation data, Graduation Rate, and School Climate Survey results.
2.4	**Action:** Athletic Budgets (MS) **Need:** Middle school students from unduplicated student groups require increased opportunities for engagement and school connectedness to reduce absenteeism and behavioral concerns during critical transition years. **Scope:** Schoolwide	MJUSD provides middle school athletics programs to support student connectedness, leadership development, attendance, and positive peer relationships. Participation in extracurricular activities helps increase student engagement and supports improved behavioral and attendance outcomes for unduplicated student groups. This action is implemented districtwide because equitable access to middle school athletics supports positive school experiences across all middle school sites.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, athletic participation rates, attendance data, and School Climate Survey results.
2.5	**Action:** Supplies for VAPA programs **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students benefit from increased access to enrichment	MJUSD provides supplies and materials for Visual and Performing Arts (VAPA) programs to support student creativity, engagement, and participation in enrichment opportunities. VAPA participation supports improved school connectedness, attendance, and student engagement for unduplicated student groups. This action is	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, VAPA participation data, attendance data, and

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	opportunities and student engagement programs that support school connectedness and positive school experiences. **Scope:** LEA-wide	implemented districtwide because all students should have equitable access to enrichment opportunities that support the whole child and improve student engagement.	School Climate Survey results.
2.6	**Action:** Elementary VAPA teachers **Need:** Elementary students from unduplicated student groups benefit from increased access to enrichment opportunities that support student engagement, creativity, and school connectedness. **Scope:** Schoolwide	MJUSD provides elementary VAPA teachers to ensure students have access to arts education opportunities that support creativity, collaboration, engagement, and positive school experiences. Participation in VAPA programs supports student connectedness and social-emotional well-being. This action is implemented districtwide because all elementary students benefit from equitable access to arts education and enrichment opportunities.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, VAPA participation data, and School Climate Survey results.
2.7	**Action:** Middle School VAPA teachers **Need:** Middle school students from unduplicated student groups require increased opportunities for engagement and connection to school during transitional academic years. **Scope:** Schoolwide	MJUSD provides middle school VAPA teachers to support student engagement, creativity, and school connectedness through participation in arts education programs. VAPA participation promotes positive school experiences and increased engagement for unduplicated student groups. This action is implemented districtwide because all middle school students should have equitable access to enrichment opportunities that support student success.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, VAPA participation data, and School Climate Survey results.
2.8	**Action:** High School VAPA teachers	MJUSD provides high school VAPA teachers to increase student engagement, creativity,	California Dashboard Suspension Rate

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	Need: High school students from unduplicated student groups benefit from increased access to enrichment opportunities and positive school engagement programs that support attendance and connectedness. **Scope:** LEA-wide	leadership opportunities, and school connectedness through arts education programs. Participation in VAPA supports improved attendance and engagement outcomes for unduplicated student groups. This action is implemented districtwide because equitable access to arts education opportunities supports the District's goal of improving student engagement and positive school experiences.	Indicator, Chronic Absenteeism Indicator, VAPA participation data, Graduation Rate, and School Climate Survey results.
2.9	**Action:** Additional administration **Need:** Unduplicated student groups benefit from increased school leadership support, family communication, student supervision, and coordinated intervention systems that improve school climate and instructional continuity. **Scope:** LEA-wide	MJUSD provides additional administrative support to strengthen school operations, student engagement systems, family communication, staff support, and intervention coordination. Additional administration supports improved school climate and organizational systems that directly impact student outcomes and instructional stability for unduplicated student groups. This action is implemented districtwide because all schools require effective leadership systems that support safe, positive, and academically focused learning environments.	Teacher absenteeism rate, teacher turnover rate, teacher misassignment rates, School Climate Survey results, and California Dashboard indicators related to engagement and school conditions.
2.10	**Action:** Elementary PE teachers **Need:** Elementary students from unduplicated student groups benefit from increased opportunities for physical activity, engagement, social interaction, and school connectedness that support positive school experiences.	MJUSD provides elementary PE teachers to support physical wellness, student engagement, teamwork, and positive peer interactions. Physical education programs contribute to improved school connectedness and support social-emotional well-being for unduplicated student groups. This action is implemented districtwide because all elementary students benefit from equitable access to high-quality physical education programs.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, attendance data, and School Climate Survey results.

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	Scope: Schoolwide		
2.11	**Action:** Counseling services (Elem) - Learning Recovery & LCFF **Need:** California Dashboard data indicates that English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness continue to demonstrate higher rates of chronic absenteeism and increased social-emotional and behavioral needs that impact academic performance and school engagement. Local climate survey data also indicates a need to increase the number of students reporting feeling safe and connected at school. **Scope:** Schoolwide	MJUSD provides elementary counseling services to support student social-emotional well-being, behavior intervention, attendance supports, conflict resolution, and school connectedness. Elementary counselors provide early intervention supports that help remove barriers to learning and improve school engagement for unduplicated student groups. This action is implemented on an LEA-wide basis because social-emotional and attendance needs exist across all elementary schools and consistent access to counseling services supports safe and supportive learning environments districtwide.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, School Climate Survey results, attendance data, and student behavior data.
2.12	**Action:** Counseling services (MS) **Need:** Middle school students from unduplicated student groups continue to demonstrate elevated suspension and chronic absenteeism rates and require additional social-emotional, behavioral, and engagement supports during critical transitional years.	MJUSD provides middle school counseling services to support student engagement, attendance intervention, social-emotional supports, behavior intervention, academic planning, and participation in school programs and activities. Counseling services strengthen school connectedness and provide targeted supports for unduplicated student groups who demonstrate increased behavioral and attendance needs. This action is implemented districtwide because all	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, participation rates in school programs and activities, attendance data, and School Climate Survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	middle school sites require coordinated counseling supports to improve school climate, attendance, and student engagement outcomes.	
2.13	**Action:** Counseling services (HS) **Need:** High school students from unduplicated student groups continue to demonstrate higher rates of chronic absenteeism, social-emotional needs, and barriers to school engagement that can negatively impact graduation and college/career readiness outcomes. **Scope:** Schoolwide	MJUSD provides high school counseling services to support attendance intervention, social-emotional well-being, academic planning, graduation monitoring, college and career readiness, and participation in school programs and activities. Counseling services help improve school connectedness and provide targeted support systems for unduplicated student groups. This action is implemented districtwide because all high school students benefit from equitable access to counseling and intervention supports that improve student engagement and postsecondary readiness.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, Graduation Rate, participation rates in school programs and activities, and School Climate Survey results.
2.14	**Action:** Additional District Nurses **Need:** Students from unduplicated student groups often experience increased health-related barriers that contribute to chronic absenteeism and reduced school engagement. Local attendance data demonstrates the need for additional health supports to improve student attendance and access to instruction. **Scope:** LEA-wide	MJUSD provides additional district nursing services to support student health needs, medication management, health monitoring, family outreach, and coordination of care. Increased access to nursing services helps reduce health-related absences and supports student safety and well-being. This action is implemented districtwide because students with health and attendance needs are enrolled across all school sites and require equitable access to health services throughout the District.	California Dashboard Chronic Absenteeism Indicator, attendance data, health office utilization data, and student wellness metrics.

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2.15	**Action:** Health Aides/Health Aide II **Need:** Unduplicated student groups may experience increased health and wellness needs that contribute to chronic absenteeism and reduced access to instruction. **Scope:** LEA-wide	MJUSD provides Health Aides and Health Aide II positions to support daily student health services, wellness monitoring, first aid response, and communication with families regarding student health concerns. Health support services improve student access to instruction by reducing barriers related to student wellness and attendance. This action is implemented districtwide because all schools require consistent student health support services to maintain safe and supportive learning environments.	California Dashboard Chronic Absenteeism Indicator, attendance data, student health office data, and School Climate Survey results..
2.16	**Action:** Athletic trainers **Need:** Student-athletes from unduplicated student groups require access to health and safety supports that reduce barriers to participation, improve wellness, and support consistent school attendance. **Scope:** Schoolwide	MJUSD provides athletic trainers to support injury prevention, student-athlete wellness, medical response, and safe participation in athletic programs. Athletic trainers help ensure students remain healthy, engaged, and connected to school activities that support attendance and positive school experiences. This action is implemented districtwide because students participating in athletic programs across the District require equitable access to health and safety supports.	California Dashboard Chronic Absenteeism Indicator, athletic participation data, attendance data, and student wellness metrics.
2.17	**Action:** Facilities and Deferred Maintenance **Need:** Students from unduplicated student groups benefit from safe, modern, and well-maintained learning environments that support student engagement, attendance, and academic achievement.	MJUSD provides facilities and deferred maintenance services to ensure school campuses remain safe, functional, modernized, and in good repair. Maintaining high-quality learning environments supports student safety, engagement, and access to instruction across all schools. This action is implemented districtwide because all students should have equitable access to safe and well-maintained educational facilities regardless of school site.	Facilities Inspection Tool (FIT) Report results, maintenance response data, School Climate Survey results, and facility safety inspection data.

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	Scope: LEA-wide		
2.18	**Action:** Safety budget **Need:** California Dashboard and local climate data indicate the need to improve school safety, student connectedness, and attendance outcomes for unduplicated student groups. **Scope:** LEA-wide	MJUSD provides safety funding to support school safety systems, emergency preparedness, campus supervision, safety equipment, and student support initiatives that promote safe learning environments. Safe and supportive schools improve attendance, engagement, and overall student well-being for unduplicated student groups. This action is implemented districtwide because all schools require comprehensive safety systems to support positive educational environments.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, School Climate Survey results, and school safety incident data.
2.20	**Action:** SRO (Marysville City Limits) **Need:** Unduplicated student groups benefit from safe school environments, positive school climate systems, and coordinated supports that improve attendance, engagement, and school connectedness. **Scope:** LEA-wide	MJUSD partners with School Resource Officers within Marysville city limits to support campus safety, relationship building, crisis response, and proactive intervention efforts. SRO services help promote safe school environments and strengthen student connections with supportive adults on campus. This action is implemented districtwide within applicable school boundaries because school safety and positive climate systems are essential to improving student outcomes.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, School Climate Survey results, and school safety incident data.
2.21	**Action:** YCSO SRO **Need:**	MJUSD partners with the Yuba County Sheriff's Office to provide School Resource Officer services that support campus safety, student relationships, crisis intervention, and positive school climate initiatives. SRO support contributes to safer	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, School Climate Survey

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	English Learners, Foster Youth, Socioeconomically Disadvantaged students, and students experiencing homelessness benefit from safe and supportive school environments that increase school connectedness and reduce barriers to attendance. **Scope:** LEA-wide	learning environments and improved engagement outcomes for unduplicated student groups. This action is implemented districtwide within applicable service areas because all students deserve safe school environments that support learning and engagement.	results, and school safety incident data.
2.23	**Action:** Middle School Opportunity Room **Need:** Middle school students from unduplicated student groups require additional behavioral, social-emotional, and intervention supports to reduce suspension rates and improve school engagement. **Scope:** Schoolwide	MJUSD provides middle school opportunity room services to support students requiring behavioral intervention, structured support, conflict resolution, and opportunities to remain connected to school during behavioral challenges. Opportunity rooms help reduce exclusionary discipline practices while maintaining student access to instruction. This action is implemented districtwide because behavioral intervention supports are necessary across middle school campuses to improve student outcomes.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, behavior referral data, and attendance data.
2.25	**Action:** Campus Security - Middle School **Need:** Unduplicated student groups benefit from increased campus supervision, safe learning environments, and proactive behavioral support systems that improve student engagement and attendance.	MJUSD provides middle school campus security staff to support student supervision, campus safety, behavior intervention, and positive school climate efforts. Increased campus supervision contributes to safer school environments and supports improved student engagement and attendance outcomes. This action is implemented districtwide because all middle school campuses require safety and supervision supports to maintain positive learning environments.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, school safety incident data, and School Climate Survey results.

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	Scope: Schoolwide		
2.26	**Action:** Campus Security - High School **Need:** High school students from unduplicated student groups require safe and supportive school environments that improve attendance, engagement, and positive school experiences. **Scope:** Schoolwide	MJUSD provides high school campus security staff to support campus supervision, student safety, behavioral intervention, and school climate initiatives. Campus security staff help maintain safe learning environments that support student engagement and reduce barriers to attendance. This action is implemented districtwide because all high school campuses require coordinated safety and supervision systems to support positive educational environments.	California Dashboard Suspension Rate Indicator, Chronic Absenteeism Indicator, school safety incident data, Graduation Rate, and School Climate Survey results.
2.27	**Action:** School safety software **Need:** Local School Climate Survey data indicates a continued need to increase the number of students reporting feeling safe and connected at school, particularly among unduplicated student groups. **Scope:** LEA-wide	MJUSD provides school safety software systems to support emergency communication, reporting systems, campus safety coordination, and proactive safety monitoring efforts. Safety software strengthens districtwide communication and response systems that support safe and secure learning environments. This action is implemented districtwide because all schools require coordinated safety systems that support student and staff well-being.	School Climate Survey results, school safety incident data, California Dashboard Suspension Rate Indicator, and Chronic Absenteeism Indicator.
3.1	**Action:** AVID training **Need:** California Dashboard data indicates that unduplicated student groups, including English Learners, Foster Youth, Socioeconomically	MJUSD provides AVID training to strengthen evidence-based instructional practices focused on college readiness, organizational skills, academic rigor, student engagement, and instructional strategies that support first-generation college-going students and unduplicated student groups. AVID strategies support increased access to	California Dashboard College/Career Indicator (CCI), Graduation Rate Indicator, CAASPP ELA and Mathematics data, AVID participation data, A-G completion rates, and

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	Disadvantaged students, and students experiencing homelessness, continue to demonstrate lower College/Career Indicator (CCI) outcomes, lower graduation rates, and lower academic performance in English Language Arts and Mathematics. The 2024-25 Dashboard showed MJUSD's College/Career Indicator at 27.2% prepared status, demonstrating the need to increase college and career readiness opportunities for students.. **Scope:** Schoolwide	rigorous coursework, academic achievement, and postsecondary readiness opportunities. This action is implemented districtwide because unduplicated students requiring additional academic and college readiness support are enrolled throughout the District and benefit from consistent instructional practices across all school sites.	Advanced Placement enrollment data.
3.2	**Action:** Credit recovery licenses & Intervention for ELA and math. **Need:** Unduplicated student groups continue to demonstrate lower graduation rates, lower academic achievement, and increased credit deficiencies that place students at risk of not meeting graduation requirements. **Scope:** Schoolwide	MJUSD provides credit recovery licenses and intervention supports in English Language Arts and Mathematics to ensure students who are credit deficient have access to targeted intervention and recovery opportunities necessary to meet graduation requirements. The action is principally directed toward unduplicated student groups who demonstrate higher rates of academic risk and credit deficiencies. This action is implemented districtwide because students requiring credit recovery and intervention services are enrolled across all secondary school sites.	California Dashboard Graduation Rate Indicator, College/Career Indicator (CCI), credit recovery enrollment and completion data, CAASPP ELA and Mathematics data, and local academic progress data.
3.3	**Action:** Graduate Profile Implementation **Need:** California Dashboard data demonstrates that unduplicated student groups continue to	MJUSD implements the Graduate Profile framework to support student development in academic achievement, communication, collaboration, career readiness, and postsecondary preparation. This action supports efforts to strengthen instructional supports and	California Dashboard College/Career Indicator (CCI), Graduation Rate Indicator, program enrollment data, CAASPP ELA and Mathematics

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	experience lower rates of college and career readiness, academic achievement, and graduation outcomes. Students require increased access to instructional supports, rigorous coursework, and career readiness opportunities aligned to the District's Graduate Profile expectations. **Scope:** Schoolwide	improve access to rigorous academic and career readiness opportunities for unduplicated student groups. The action is implemented districtwide because all students should have equitable access to the skills, experiences, and supports outlined in the District Graduate Profile.	data, and student participation in college and career readiness opportunities.
3.4	**Action:** AP textbooks **Need:** Unduplicated student groups often experience lower enrollment rates in Advanced Placement coursework and require increased access to rigorous academic opportunities that support college readiness and postsecondary success. **Scope:** Schoolwide	MJUSD provides AP textbooks to support equitable access to Advanced Placement coursework and rigorous instructional materials aligned to college-level expectations. Access to AP instructional resources supports increased participation and success in advanced coursework for unduplicated student groups. This action is implemented districtwide because all students should have access to rigorous academic opportunities that support college and career readiness.	California Dashboard College/Career Indicator (CCI), AP course enrollment data, AP exam participation data, Graduation Rate, and A-G completion rates.
3.5	**Action:** JROTC staff **Need:** Unduplicated student groups benefit from expanded college and career pathways that increase student engagement, leadership development, and postsecondary opportunities.	MJUSD provides JROTC staffing to support leadership development, career exploration, citizenship, and military career pathway opportunities for students. Participation in JROTC increases student engagement and supports college and career readiness outcomes for unduplicated student groups. This action is implemented districtwide because students from multiple school sites participate in JROTC programs and benefit from expanded postsecondary pathway opportunities.	California Dashboard College/Career Indicator (CCI), JROTC enrollment data, Graduation Rate, attendance data, and student participation data.

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	Scope: Schoolwide		
3.6	**Action:** High School Registrar (secretary) **Need:** Unduplicated student groups often require additional support in monitoring graduation progress, transcript accuracy, A-G completion, and access to postsecondary opportunities. **Scope:**	MJUSD provides high school registrar support to ensure accurate transcript management, enrollment monitoring, graduation requirement tracking, and support for postsecondary applications and student records. Registrar services improve students' access to graduation and college readiness pathways by ensuring accurate academic records and timely support services. This action is implemented districtwide because all secondary students require equitable access to accurate academic recordkeeping and graduation support systems.	California Dashboard Graduation Rate Indicator, College/Career Indicator (CCI), A-G completion data, transcript completion data, and student graduation monitoring data.
3.7	**Action:** Transportation for College and Career Readiness **Need:** Unduplicated student groups may experience transportation barriers that limit access to Career Technical Education programs, work-based learning opportunities, dual enrollment, and college and career readiness activities. **Scope:** Schoolwide	MJUSD provides transportation to support student access to CTE programs, work-based learning experiences, college visits, internships, and other college and career readiness opportunities. Transportation access removes participation barriers and supports equitable access to postsecondary preparation opportunities for unduplicated student groups. This action is implemented districtwide because students throughout the District require equitable access to college and career readiness programs regardless of transportation limitations.	California Dashboard College/Career Indicator (CCI), CTE pathway completion data, work-based learning participation data, Graduation Rate, and transportation participation data.
3.8	**Action:** Programs: AVID, STEM, and GATE **Need:** Unduplicated student groups often experience lower participation rates in accelerated	MJUSD provides support for AVID, STEM, Honors, and GATE programs to increase access to accelerated coursework, enrichment opportunities, and advanced academic experiences. These programs support academic achievement, student engagement, and	Enrollment in AVID, STEM, Honors, and GATE programs, California Dashboard College/Career Indicator (CCI), Graduation Rate, CAASPP

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	academic programs and advanced learning opportunities that support college and career readiness. **Scope:** Schoolwide	postsecondary readiness for unduplicated student groups. This action is implemented districtwide because equitable access to advanced academic opportunities remains a priority across all school sites.	data, and Advanced Placement participation data.
3.9	**Action:** College and Career Staffing (District staffing) **Need:** California Dashboard data indicates that unduplicated student groups continue to demonstrate lower college and career readiness outcomes and require additional support in accessing postsecondary opportunities and career pathway programs. **Scope:** Schoolwide	MJUSD provides district-level college and career staffing to coordinate CTE pathways, dual enrollment opportunities, career exploration activities, work-based learning, industry partnerships, and college readiness initiatives. This action supports equitable access to college and career readiness opportunities for unduplicated student groups. The action is implemented districtwide because students throughout the District require coordinated support systems that improve postsecondary readiness outcomes.	California Dashboard College/Career Indicator (CCI), Graduation Rate Indicator, CAASPP academic indicators, CTE participation data, and dual enrollment participation data.
3.10	**Action:** Early College Program books and supplies costs **Need:** Unduplicated student groups may experience financial barriers that limit access to dual enrollment and early college opportunities that support postsecondary readiness. **Scope:** Schoolwide	MJUSD provides books and supplies for Early College programs to remove financial barriers and increase equitable access to college coursework and dual enrollment opportunities. This action supports the District’s efforts to increase college readiness and expand access to rigorous academic opportunities for unduplicated student groups. The action is implemented districtwide because students from multiple school sites participate in Early College programs and benefit from equitable access to postsecondary opportunities.	California Dashboard College/Career Indicator (CCI), Graduation Rate Indicator, dual enrollment participation data, college course completion data, and CAASPP academic indicators.

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3.11	**Action:** Transportation for JROTC **Need:** Unduplicated student groups may face transportation barriers that limit participation in leadership development, extracurricular programs, and military career pathway opportunities. **Scope:** Schoolwide	MJUSD provides transportation support for JROTC activities and events to ensure students have equitable access to leadership opportunities, competitions, and career readiness experiences associated with the program. Transportation access supports increased participation and engagement for unduplicated student groups. This action is implemented districtwide because students from multiple school sites participate in JROTC activities and require transportation support to fully engage in program opportunities.	California Dashboard College/Career Indicator (CCI), JROTC enrollment data, participation rates in JROTC activities, Graduation Rate, and attendance data.
3.12	**Action:** CA Dashboard College and Career Indicator and JROTC enrollment. **Need:** Unduplicated student groups require expanded access to structured college and career readiness pathways that improve engagement and postsecondary opportunities. **Scope:** Schoolwide	MJUSD supports JROTC participation and college and career readiness opportunities designed to improve leadership skills, student engagement, and postsecondary readiness outcomes. Participation in structured leadership and career pathway programs supports positive student engagement and career readiness for unduplicated student groups. This action is implemented districtwide because equitable access to college and career readiness pathways benefits students across all secondary schools.	California Dashboard College/Career Indicator (CCI), JROTC enrollment data, Graduation Rate, attendance data, and participation data.
3.13	**Action:** Career Technical Education (CTE) **Need:** California Dashboard data indicates that unduplicated student groups continue to require expanded access to career pathways, industry certifications, work-based learning	MJUSD provides Career Technical Education pathways and programs that support industry-aligned instruction, career exploration, technical skill development, work-based learning, and postsecondary preparation. CTE programs increase engagement and college and career readiness opportunities for unduplicated student groups while supporting workforce preparation aligned to regional labor market needs. This action	California Dashboard College/Career Indicator (CCI), Graduation Rate Indicator, CAASPP academic indicators, CTE pathway completion data, industry certification attainment, and work-

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	opportunities, and college and career readiness experiences. **Scope:** Schoolwide	is implemented districtwide because students across all secondary sites require equitable access to high-quality career pathway opportunities.	based learning participation data.
3.15	**Action:** Tri-County ROP Career Tech Education **Need:** Unduplicated student groups benefit from expanded access to regional career pathway programs, industry certifications, and workforce preparation opportunities that support postsecondary success. **Scope:** Schoolwide	MJUSD partners with Tri-County ROP to provide career technical education opportunities that support technical skill development, industry exposure, career exploration, and postsecondary readiness. ROP programs expand access to career pathways and workforce preparation experiences for unduplicated student groups. This action is implemented districtwide because students throughout the District require equitable access to regional career technical education opportunities that support college and career readiness.	California Dashboard College/Career Indicator (CCI), Graduation Rate Indicator, CAASPP academic indicators, ROP enrollment data, industry certification attainment, and work-based learning participation data.
4.1	**Action:** Translation services **Need:** English Learner families and Spanish-speaking families require meaningful access to school communication, educational information, and family engagement opportunities in order to actively participate in their student's educational experience. Local family engagement data and communication trends demonstrate the continued need for translated materials and language access supports to strengthen home-to-school partnerships for unduplicated student groups.	MJUSD provides translation services to ensure Spanish-speaking families and families whose primary language is not English have equitable access to district and school communication, educational materials, meetings, safety information, and student support resources. Translation services strengthen family engagement, improve communication between schools and families, and support student success for English Learners and other unduplicated student groups. This action is implemented districtwide because English Learner students and multilingual families are enrolled throughout the District and require consistent access to translated communication and language support services across all schools.	Number of documents translated, parent participation data, School Climate Survey results, attendance data, and California Dashboard indicators for English Learners

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		
4.2	**Action:** EL program specialist **Need:** California Dashboard data indicates that English Learners continue to require targeted academic, language acquisition, and instructional supports to improve student outcomes. The 2024-25 English Learner Progress Indicator (ELPI) showed 45.3% of English Learners making progress toward English language proficiency, demonstrating the need for continued monitoring, instructional support, and compliance oversight. Long-Term English Learner (LTEL) data and reclassification trends also indicate the need for ongoing district-level coordination and intervention. **Scope:** LEA-wide	MJUSD provides an English Learner Program Specialist to oversee districtwide implementation of English Learner programs, monitor student progress indicators, support instructional practices, coordinate compliance requirements, analyze EL data, and support reclassification efforts. This action ensures English Learners receive appropriate language development services and academic support aligned to state and federal requirements. The action is implemented districtwide because English Learners are enrolled across all school sites and require consistent program implementation, monitoring systems, and instructional supports throughout the District.	California Dashboard indicators for English Learners, English Learner Progress Indicator (ELPI), Long-Term English Learner (LTEL) data, reclassification rates, CAASPP ELA and Mathematics data, Graduation Rate, and attendance data.
4.3	**Action:** Site EL facilitators **Need:** English Learners continue to demonstrate lower academic performance and require targeted language acquisition support, progress monitoring, and intervention services at the site level. Dashboard and local data	MJUSD provides site-based EL facilitators to support implementation of English Learner services, monitor student progress, coordinate language development supports, assist with reclassification processes, and strengthen communication with families and staff regarding EL student needs. Site EL facilitators ensure consistent implementation of district EL supports and targeted interventions for English Learners.	California Dashboard indicators for English Learners, English Learner Progress Indicator (ELPI), Long-Term English Learner (LTEL) data, reclassification rates, CAASPP ELA 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
	indicate the need for increased coordination of EL services, reclassification supports, and monitoring of Long-Term English Learners. **Scope:** LEA-wide	This action is implemented districtwide because English Learners are enrolled throughout all school sites and require ongoing monitoring and support at both the district and site levels.	Mathematics data, and attendance data.
4.5	**Action:** English Learner Services **Need:** California Dashboard data demonstrates that English Learners continue to require additional language acquisition supports and academic interventions to improve achievement outcomes. The District's English Learner Progress Indicator (ELPI) showed 45.3% of English Learners making progress toward English proficiency, indicating the need for continued rigorous and targeted language development instruction. English Learners also continue to demonstrate lower academic performance on CAASPP indicators compared to districtwide averages. **Scope:** Schoolwide	MJUSD provides English Learner services that include designated and integrated English Language Development (ELD), intervention supports, instructional resources, progress monitoring, and targeted language acquisition strategies designed to improve English proficiency and academic achievement. This action supports protected instructional time focused on rigorous language development and access to grade-level curriculum for English Learners. The action is implemented districtwide because English Learners are enrolled throughout the District and require consistent access to language acquisition supports and instructional services across all schools.	California Dashboard indicators for English Learners, English Learner Progress Indicator (ELPI), reclassification rates, Long-Term English Learner (LTEL) data, CAASPP ELA and Mathematics data, Graduation Rate, Chronic Absenteeism Indicator, and College/Career Indicator (CCI).
5.1	**Action:** Attendance Tracking Program **Need:** California Dashboard data indicates that chronic absenteeism continues to significantly impact English Learners, Foster Youth,	MJUSD provides an Attendance Tracking Program to monitor student attendance patterns, identify chronic absenteeism concerns early, coordinate interventions, and support family outreach efforts. Attendance monitoring systems help schools provide timely interventions that improve student engagement, academic participation, and	California Dashboard Chronic Absenteeism Indicator, Graduation Rate Indicator, CAASPP ELA and Mathematics data, attendance intervention

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
	Socioeconomically Disadvantaged students, students experiencing homelessness, and Students with Disabilities. Chronic absenteeism negatively impacts academic achievement, graduation outcomes, and college and career readiness indicators. Local attendance data demonstrates the need for earlier identification of attendance concerns and targeted intervention supports for students at risk of disengagement. **Scope:** LEA-wide	graduation outcomes for unduplicated student groups. This action is implemented districtwide because chronic absenteeism impacts students across all school sites and requires coordinated systems of monitoring and intervention throughout the District.	data, and College/Career Indicator (CCI).
5.2	**Action:** Educlimber Data Dashboard **Need:** Unduplicated student groups continue to demonstrate achievement gaps across academic, attendance, behavior, and college and career readiness indicators. Local and state data demonstrate the need for real-time access to student performance information in order to provide timely interventions and monitor progress toward improved student outcomes. **Scope:** LEA-wide	MJUSD provides the EduClimber Data Dashboard system to allow district and site staff to monitor student progress indicators, attendance, assessment data, intervention participation, behavior trends, and subgroup performance in real time. Access to integrated student data supports timely interventions, MTSS implementation, and data-informed decision making focused on improving outcomes for unduplicated student groups. This action is implemented districtwide because all schools require consistent access to student performance data systems to monitor progress and provide equitable intervention supports.	California Dashboard indicators monitored in Goals 1-4, including CAASPP ELA and Mathematics data, Chronic Absenteeism Indicator, Suspension Rate Indicator, Graduation Rate Indicator, College/Career Indicator (CCI), ELPI data, and intervention monitoring data.
5.4	**Action:** Additional Attendance Clerks **Need:**	MJUSD provides additional attendance clerk support to improve attendance monitoring, family communication, outreach efforts, and intervention coordination related to chronic absenteeism.	California Dashboard Chronic Absenteeism Indicator, attendance rates, attendance

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
	English Learners, Foster Youth, Socioeconomically Disadvantaged students, students experiencing homelessness, and Students with Disabilities continue to demonstrate elevated chronic absenteeism rates that negatively impact academic achievement and engagement outcomes. **Scope:** LEA-wide	Attendance clerks support timely follow-up with families and improve communication systems designed to increase student attendance and engagement. This action is implemented districtwide because attendance concerns exist across all schools and require coordinated attendance monitoring and intervention supports.	intervention data, and Graduation Rate data.
5.5	**Action:** SARB Clerk **Need:** Unduplicated student groups continue to demonstrate increased rates of chronic absenteeism and require coordinated intervention and family outreach supports to improve school attendance and engagement. **Scope:** LEA-wide	MJUSD provides a School Attendance Review Board (SARB) Clerk to support attendance intervention processes, family outreach, documentation, coordination of services, and monitoring of students with significant attendance concerns. SARB processes support improved attendance outcomes through coordinated interventions and family engagement efforts. This action is implemented districtwide because students with chronic attendance concerns are enrolled throughout the District and require consistent intervention systems and support services.	California Dashboard Chronic Absenteeism Indicator, SARB referral data, attendance improvement data, Graduation Rate, and student intervention monitoring data.
5.6	**Action:** AERIES Mass dialer **Need:** Unduplicated student groups and multilingual families require timely, consistent, and accessible school-to-home communication regarding attendance, academic progress, school activities, interventions, and student support services.	MJUSD provides the AERIES Mass Dialer communication system to strengthen school-to-home communication and ensure families receive important information regarding attendance, academic performance, interventions, emergencies, and school activities. Improved communication increases family engagement and supports student attendance, academic success, and school connectedness for unduplicated student groups. This action is implemented districtwide because all schools require consistent	California Dashboard indicators monitored in Goals 1-4, including Chronic Absenteeism Indicator, Graduation Rate Indicator, CAASPP academic indicators, School Climate Survey results, and family communication participation data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	communication systems that support family engagement and student success.	
6.2	**Action:** Special Education Coordinators **Need:** California Dashboard data indicates that Students with Disabilities continue to demonstrate lower academic achievement, lower graduation rates, higher chronic absenteeism rates, and lower College/Career Indicator outcomes compared to districtwide averages. Students with Disabilities also require additional support to increase access to inclusive educational opportunities and improve Least Restrictive Environment outcomes. **Scope:** LEA-wide	MJUSD provides Special Education Coordinators to support program implementation, compliance oversight, instructional support, behavioral intervention coordination, inclusive practices, and case management services for Students with Disabilities. Coordinators support school teams in improving access to grade-level instruction, increasing inclusion opportunities, strengthening intervention systems, and improving postsecondary outcomes for Students with Disabilities. This action is implemented districtwide because Students with Disabilities are enrolled throughout all district schools and require consistent access to coordinated special education supports and services across the District.	California Dashboard indicators for Students with Disabilities, including CAASPP ELA and Mathematics data, Graduation Rate Indicator, Chronic Absenteeism Indicator, Suspension Rate Indicator, College/Career Indicator (CCI), Least Restrictive Environment data, postsecondary transition data, and attendance data.

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

Marysville Joint Unified School District uses Additional Concentration Grant Add-On funding to increase the number of certificated and classified staff providing direct services to students at schools where the unduplicated pupil percentage exceeds 55 percent. These schools include Marysville High School, Arboga Elementary School, Arboga Secondary School, Edgewater Elementary School, Cordua Elementary School, Abraham Lincoln Elementary School, Foothill Intermediate School, South Lindhurst High School, North Lindhurst High School, Dobbins Elementary School, Mary Covillaud Elementary School, Lindhurst High School, Yuba Feather Elementary School, McKenney Intermediate School, Olivehurst Elementary School, Kynoch Elementary School, Yuba Gardens Intermediate School, Linda Elementary School, Johnson Park Elementary School, and Cedar Lane Elementary School.

The district's plan is to annually evaluate enrollment, unduplicated pupil counts, California Dashboard performance, local assessment data, English Learner outcomes, chronic absenteeism rates, graduation rates, and site-specific needs to determine staffing allocations at these high-concentration schools. Additional staffing is then strategically assigned to provide increased direct services and interventions for foster youth, English learners, and low-income students.

Additional Concentration Grant funding supports increased certificated staffing through additional classroom teachers to reduce class sizes and provide targeted academic intervention, English Language Development (ELD) teachers and facilitators, Career Technical Education (CTE) teachers, Advanced Placement (AP) teachers, music teachers, and JROTC instructors. Funding also supports classified staff who provide direct services to students, including attendance clerks, outreach consultants, health aides, nurses, library technicians, and staff assigned to satellite and alternative education programs.

These staffing investments are intended to increase student access to academic intervention, English learner support, attendance improvement services, college and career readiness opportunities, health and wellness services, and family engagement supports. By increasing staffing levels at schools with the highest concentrations of unduplicated pupils, the district is able to provide more individualized support and expanded opportunities designed to address identified achievement gaps and improve outcomes for students with the greatest needs.

The ratios while numerically correct do not reflect the unique circumstances for MJUSD schools with a student concentration of 55 percent or less. Those three schools are some of our smallest schools in the District as two of them are from our foothills.

The effectiveness of these staffing investments is monitored annually through California Dashboard indicators, including Academic Performance (ELA and Mathematics), English Learner Progress Indicator (ELPI), Chronic Absenteeism, Graduation Rate, and College and Career Indicator (CCI), as well as local assessment data, intervention participation rates, attendance data, and stakeholder feedback. Staffing allocations are reviewed annually and adjusted as necessary to ensure Additional Concentration Grant Add-On funding continues to increase direct services and improve outcomes for students attending the district's highest-need schools.

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	1:16	1:23
Staff-to-student ratio of certificated staff providing direct services to students	1:14	1:18

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	112,460,759	32,874,711	29.232%	0.000%	29.232%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,174,711.00	$4,057,824.00	$0.00	$100,000.00	$39,332,535.00	$29,772,207.00	$9,560,328.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Collaboration time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$1,673,211.00	$0.00	$1,673,211.00				$1,673,211.00	
1	1.2	Development of assessment and student data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$60,000.00	$0.00	$60,000.00				$60,000.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 to 2026-27 (3 years)	$670,000.00	$0.00	$670,000.00				$670,000.00	
1	1.4	Reading and Math Assessments to Support RTI	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$330,000.00	$330,000.00				$330,000.00	
1	1.5	Academic Improvement: Reading Intervention Program for Elementary Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6 grades only	2024-25 to 2026-27 (3 years)	$0.00	$330,000.00	$330,000.00				$330,000.00	
1	1.6	Student technology devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
1	1.7	Library software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$20,500.00	$20,500.00				$20,500.00	
1	1.8	Assessment Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 to 2026-27 (3 years)	$0.00	$108,500.00	$108,500.00				$108,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Academic Improvement: K-3 Literacy Coach *** This item is no longer funded						2024-25 to 2026-27 (3 years)	$0.00	$0.00	$0.00				$0.00	
1	1.10	Academic Improvement: 4-12 literacy coach **** This Item is no longer funded						2024-25 to 2026-27 (3 years)	$0.00	$0.00	$0.00				$0.00	
1	1.11	Library technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$525,000.00	$0.00	$525,000.00				$525,000.00	
1	1.12	(restructured Director of Student Improvement and Data - Learning Recovery) Now Director of Educational Services	All	No			All Schools	2024-25 to 2026-27 (3 years)	$15,859.00	$0.00		$15,859.00			$15,859.00	
1	1.13	Satellite location for South Lindhurst - certificated staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: South Lindhurst - North Campus	2024-25 to 2026-27 (3 years)	$560,000.00	$0.00	$560,000.00				$560,000.00	
1	1.14	Satellite location for South Lindhurst - classified staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: South Lindhurst - North Campus	2024-25 to 2026-27 (3 years)	$145,000.00	$0.00	$145,000.00				$145,000.00	
1	1.15	ASL teacher ****This item is no longer funded						2024-25 to 2026-27 (3 years)	$0.00	$0.00	$0.00				$0.00	
1	1.16	Homeless Advocate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-25 to 2026-27 (3 years)	$40,000.00	$0.00	$40,000.00				$40,000.00	
1	1.17	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$3,900,000.00	$1,500,000.00	$5,400,000.00				$5,400,000.00	
1	1.18	Homeless Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$17,000.00	$17,000.00				$17,000.00	
1	1.19	Applications to increase student access, engagement, and student success in the classroom.	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$0.00	$110,000.00	$110,000.00				$110,000.00	

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
1	1.20	Provide district-based technology support to schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,003,000.00	$0.00	$1,003,000.00				$1,003,000.00	
1	1.21	Certificated Staff for Middle College **** This item is no longer funded							$0.00	$0.00	$0.00				$0.00	
1	1.22	Classified Staff for Middle College ****This item is no longer funded							$0.00	$0.00	$0.00				$0.00	
1	1.23	Coordinator of Multi Tiered Systems of Support (MTSS)	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$148,636.00	$0.00		$148,636.00			$148,636.00	
2	2.1	PBIS Training and Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$35,000.00	$0.00	$35,000.00				$35,000.00	
2	2.2	Social-Emotional well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$5,000.00	$26,000.00	$31,000.00				$31,000.00	
2	2.3	Athletics budgets (HS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	2024-25 to 2026-27 (3 years)	$375,000.00	$375,000.00	$750,000.00				$750,000.00	
2	2.4	Athletic Budgets (MS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ARB, FHS, MCK, & YGS	2024-25 to 2026-27 (3 years)	$108,000.00	$100,000.00	$208,000.00				$208,000.00	
2	2.5	Supplies for VAPA programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$90,000.00	$90,000.00				$90,000.00	
2	2.6	Elementary VAPA teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All elementary Schools	2024-25 to 2026-27 (3 years)	$778,000.00	$0.00	$778,000.00				$778,000.00	
2	2.7	Middle School VAPA teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	2024-25 to 2026-27 (3 years)	$410,000.00	$0.00	$410,000.00				$410,000.00	

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
2	2.8	High School VAPA teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	2024-25 to 2026-27 (3 years)	$200,000.00	$0.00	$200,000.00				$200,000.00	
2	2.9	Additional administration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$1,600,000.00	$0.00	$1,600,000.00				$1,600,000.00	
2	2.10	Elementary PE teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary school sites	2024-25 to 2026-27 (3 years)	$1,100,000.00	$0.00	$1,100,000.00				$1,100,000.00	
2	2.11	Counseling services (Elem) - Learning Recovery & LCFF	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary sitesElementary Schools	2024-25 to 2026-27 (3 years)	$1,320,000.00	$0.00	$500,000.00	$820,000.00			$1,320,000.00	
2	2.12	Counseling services (MS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	2024-25 to 2026-27 (3 years)	$360,000.00	$0.00	$360,000.00				$360,000.00	
2	2.13	Counseling services (HS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	2024-25 to 2026-27 (3 years)	$750,000.00	$0.00	$750,000.00				$750,000.00	
2	2.14	Additional District Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$370,000.00	$0.00	$370,000.00				$370,000.00	
2	2.15	Health Aides/Health Aide II	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$320,000.00	$0.00	$320,000.00				$320,000.00	
2	2.16	Athletic trainers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	2024-25 to 2026-27 (3 years)	$265,000.00	$0.00	$265,000.00				$265,000.00	
2	2.17	Facilities and Deferred Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$3,000,000.00	$3,000,000.00				$3,000,000.00	

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
2	2.18	Safety budget	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.19	Director of Wellness						2024-25 to 2026-27 (3 years)	$0.00	$0.00		$0.00			$0.00	
2	2.20	SRO (Marysville City Limits)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools in the City Limits	2024-25 to 2026-27 (3 years)	$84,000.00	$0.00	$84,000.00				$84,000.00	
2	2.21	YCSO SRO	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools in the County	2024-25 to 2026-27 (3 years)	$262,500.00	$0.00	$262,500.00				$262,500.00	
2	2.22	Elementary Wellness Center ****This item is no longer funded					Specific Schools: Elementary		$0.00	$0.00	$0.00				$0.00	
2	2.23	Middle School Opportunity Room	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle School		$265,000.00	$0.00	$265,000.00				$146,932	
2	2.24	High School Wellness Hub ****This item is no longer funded							$0.00	$0.00	$0.00				$0.00	
2	2.25	Campus Security - Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle School		$375,000.00	$0.00	$375,000.00				$375,000.00	
2	2.26	Campus Security - High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High SchoolHigh School		$500,000.00	$0.00	$500,000.00				$500,000.00	
2	2.27	School safety software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$47,000.00	$47,000.00				$47,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	AVID training	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle and Comprehensive High Schools	2024-25 to 2026-27 (3 years)	$120,000.00	$0.00	$120,000.00				$120,000.00	
3	3.2	Credit recovery licenses & Intervention for ELA and math.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sites with High School Students	2024-25 to 2026-27 (3 years)	$0.00	$112,000.00	$112,000.00				$112,000.00	
3	3.3	Graduate Profile Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: MS and comprehensive HS sites	2024-25 to 2026-27 (3 years)	$3,850,000.00	$0.00	$3,850,000.00				$3,850,000.00	
3	3.4	AP textbooks	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	2024-25 to 2026-27 (3 years)	$0.00	$36,000.00	$36,000.00				$36,000.00	
3	3.5	JROTC staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: LHS	2024-25 to 2026-27 (3 years)	$290,000.00	$0.00	$290,000.00				$290,000.00	
3	3.6	High School Registrar (secretary)					Specific Schools: LHS and MHS	2024-25 to 2026-27 (3 years)	$0.00	$0.00	$0.00				$0.00	
3	3.7	Transportation for College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	2024-25 to 2026-27 (3 years)	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.8	Programs: AVID, STEM, and GATE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and comprehensive High Schools	2024-25 to 2026-27 (3 years)	$0.00	$200,000.00	$200,000.00				$200,000.00	
3	3.9	College and Career Staffing (District staffing)	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	All Schools Specific	2024-25 to 2026-27 (3 years)	$165,000.00	$0.00	$165,000.00				$165,000.00	

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
			Low Income			Low Income	Schools: Secondary									
3	3.10	Early College Program books and supplies costs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High School	2024-25 to 2026-27 (3 years)	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.11	Transportation for JROTC	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High School	2024-25 to 2026-27 (3 years)	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.12	CA Dashboard College and Career Indicator and JROTC enrollment.	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: High School	2024-25 to 2026-27 (3 years)	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.13	Career Technical Education (CTE)		Yes	School wide		Specific Schools: Lindhurst and Marysville HS		$0.00	$125,000.00	$125,000.00				$125,000.00	
3	3.14	High School Summer School & Credit Recovery - Learning Recovery	All	No			Specific Schools: High School		$250,000.00	$0.00		$250,000.00			$250,000.00	
3	3.15	Tri-County ROP Career Tech Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS		$150,000.00	$0.00	$150,000.00				$150,000.00	
4	4.1	Translation services	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25 to 2026-27 (3 years)	$95,000.00	$0.00	$95,000.00				$95,000.00	
4	4.2	EL program specialist	English Learners English Learners	No Yes	LEA-wide	English Learners	All Schools	2024-25 to 2026-27 (3 years)	$200,000.00	$0.00	$100,000.00			$100,000.00	$200,000.00	
4	4.3	Site EL facilitators	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25 to 2026-27 (3 years)	$800,000.00	$0.00	$800,000.00				$800,000.00	
4	4.4	Professional Development - English Learners	All English Learners and Long Term English Learners	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	English Learner Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools		$725,000.00	$0.00	$725,000.00				$725,000.00	
5	5.1	Attendance Tracking Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$68,000.00	$68,000.00				$68,000.00	
5	5.2	Educlimber Data Dashboard	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$31,000.00	$31,000.00				$31,000.00	
5	5.3	Site Outreach Consultants - Learning Recovery	All	No			All Schools	2024-25 to 2026-27 (3 years)	$1,835,000.00	$0.00		$1,835,000.00			$1,835,000.00	
5	5.4	Additional Attendance Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$275,000.00	$0.00	$275,000.00				$275,000.00	
5	5.5	SARB Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$95,000.00	$0.00	$95,000.00				$95,000.00	
5	5.6	AERIES Mass dialer	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-25 to 2026-27 (3 years)	$0.00	$90,000.00	$90,000.00				$90,000.00	
6	6.1	Special Ed Transportation	Students with Disabilities	No			All Schools	2024-25 to 2026-27 (3 years)	$1,533,000.00	$767,000.00	$2,300,000.00				$2,300,000.00	
6	6.2	Special Education Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$600,000.00	$0.00	$600,000.00				$600,000.00	
7	7.1	Additional Support Staff	All	No			Specific Schools: South Lindhurst, Ab. Lincoln, and Dobbins	2024-25 school year	$533,880.00	$0.00		$533,880.00			$533,880.00	
7	7.2	Supplemental Curriculum	All	No			Specific Schools: South Lindhurst, Ab.	2024-25 school year	$0.00	$390,206.00		$390,206.00			$390,206.00	

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
							Lincoln, and Dobbins									
7	**7.3**	Professional Development	All	No			Specific Schools: South Lindhurst, Ab. Lincoln, and Dobbins	2024-25 school year	$32,121.00	$32,122.00		$64,243.00			$64,243.00	

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
112,460,759	32,874,711	29.232%	0.000%	29.232%	$32,874,711.00	0.000%	29.232 %	**Total:**	$32,874,711.00
								LEA-wide Total:	$20,690,711.00
								Limited Total:	$0.00
								Schoolwide Total:	$12,184,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teacher Collaboration time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,673,211.00	
1	**1.2**	Development of assessment and student data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	**1.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$670,000.00	
1	**1.4**	Reading and Math Assessments to Support RTI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,000.00	
1	**1.5**	Academic Improvement: Reading Intervention Program for Elementary Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6 grades only	$330,000.00	
1	**1.6**	Student technology devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Library software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,500.00	
1	1.8	Assessment Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income		$108,500.00	
1	1.11	Library technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,000.00	
1	1.13	Satellite location for South Lindhurst - certificated staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Lindhurst - North Campus	$560,000.00	
1	1.14	Satellite location for South Lindhurst - classified staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: South Lindhurst - North Campus	$145,000.00	
1	1.16	Homeless Advocate	Yes	LEA-wide	English Learners Low Income	All Schools	$40,000.00	
1	1.17	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,400,000.00	
1	1.18	Homeless Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
1	1.19	Applications to increase student access, engagement, and student success in the classroom.	Yes	LEA-wide	English Learners Foster Youth		$110,000.00	
1	1.20	Provide district-based technology support to schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,003,000.00	
1	1.23	Coordinator of Multi Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	PBIS Training and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
2	2.2	Social-Emotional well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Athletics budgets (HS)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	$750,000.00	
2	2.4	Athletic Budgets (MS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ARB, FHS, MCK, & YGS	$208,000.00	
2	2.5	Supplies for VAPA programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
2	2.6	Elementary VAPA teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All elementary Schools	$778,000.00	
2	2.7	Middle School VAPA teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$410,000.00	
2	2.8	High School VAPA teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	$200,000.00	
2	2.9	Additional administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
2	2.10	Elementary PE teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary school sites	$1,100,000.00	
2	2.11	Counseling services (Elem) - Learning Recovery & LCFF	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary sites	$500,000.00	
2	2.12	Counseling services (MS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$360,000.00	
2	2.13	Counseling services (HS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$750,000.00	
2	2.14	Additional District Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,000.00	
2	2.15	Health Aides/Health Aide II	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.16	Athletic trainers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	$265,000.00	
2	2.17	Facilities and Deferred Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000,000.00	
2	2.18	Safety budget	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.20	SRO (Marysville City Limits)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools in the City Limits	$84,000.00	
2	2.21	YCSO SRO	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools in the County	$262,500.00	
2	2.22	Elementary Wellness Center ****This item is no longer funded				Specific Schools: Elementary	$0.00	
2	2.23	Middle School Opportunity Room	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School	$265,000.00	
2	2.25	Campus Security - Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle School	$375,000.00	
2	2.26	Campus Security - High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$500,000.00	
2	2.27	School safety software	Yes	LEA-wide	English Learners Foster Youth Low Income		$47,000.00	
3	3.1	AVID training	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and Comprehensive High Schools	$120,000.00	
3	3.2	Credit recovery licenses & Intervention for ELA and math.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sites with High School Students	$112,000.00	
3	3.3	Graduate Profile Implementation	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: MS and	$3,850,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	comprehensive HS sites		
3	3.4	AP textbooks	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	$36,000.00	
3	3.5	JROTC staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS	$290,000.00	
3	3.6	High School Registrar (secretary)				Specific Schools: LHS and MHS	$0.00	
3	3.7	Transportation for College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	$50,000.00	
3	3.8	Programs: AVID, STEM, and GATE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and comprehensive High Schools	$200,000.00	
3	3.9	College and Career Staffing (District staffing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Secondary	$165,000.00	
3	3.10	Early College Program books and supplies costs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$10,000.00	
3	3.11	Transportation for JROTC	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$40,000.00	
3	3.12	CA Dashboard College and Career Indicator and JROTC enrollment.	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: High School	$5,000.00	
3	3.13	Career Technical Education (CTE)	Yes	Schoolwide		Specific Schools: Lindhurst and Marysville HS	$125,000.00	
3	3.15	Tri-County ROP Career Tech Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LHS and MHS	$150,000.00	
4	4.1	Translation services	Yes	LEA-wide	English Learners	All Schools	$95,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	EL program specialist	Yes	LEA-wide	English Learners	All Schools	$100,000.00	
4	4.3	Site EL facilitators	Yes	LEA-wide	English Learners	All Schools	$800,000.00	
4	4.5	English Learner Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$725,000.00	
5	5.1	Attendance Tracking Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,000.00	
5	5.2	Educlimber Data Dashboard	Yes	LEA-wide	English Learners Foster Youth	All Schools	$31,000.00	
5	5.3	Site Outreach Consultants - Learning Recovery				All Schools		
5	5.4	Additional Attendance Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,000.00	
5	5.5	SARB Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
5	5.6	AERIES Mass dialer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
6	6.2	Special Education Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$36,697,578.00	$37,078,795.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Collaboration time	Yes	$1,200,000.00	1,200,000
1	**1.2**	Development of assessment and student data	Yes	$60,000.00	60,000
1	**1.3**	Professional Development	Yes	$670,000.00	$670,000.00
1	**1.4**	Reading and Math Assessments to Support RTI	Yes	$375,000.00	$375,000.00
1	**1.5**	Academic Improvement: Reading Intervention Program for Elementary Sites		$0.00	
1	**1.6**	Student technology devices	Yes	$1,000,000.00	$1,000,000.00
1	**1.7**	Library software	Yes	$20,000.00	19,435
1	**1.8**	Assessment Licenses	Yes	$83,000.00	$83,000.00
1	**1.9**	Academic Improvement: K-3 Literacy Coach	Yes	$0.00	
1	**1.10**	Academic Improvement: 4-12 literacy coach	Yes	$0.00	
1	**1.11**	Library technicians	Yes	$575,000.00	$575,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Director of Student Improvement and Data - Learning Recovery	No	$158,250.00	$162,000
1	1.13	Satellite location for South Lindhurst - certificated staff	Yes	$550,000.00	561,000
1	1.14	Satellite location for South Lindhurst - classified staff	Yes	$145,000.00	147,900
1	1.15	ASL teacher	Yes	$0.00	
1	1.16	Homeless Advocate	Yes	$40,000.00	40,800
1	1.17	Transportation	Yes	$5,400,000.00	5,400,000
1	1.18	Homeless Transportation	Yes	$15,000.00	15,000
1	1.19	Applications to increase student access, engagement, and student success in the classroom.	Yes	$89,000.00	89,000
1	1.20	Provide district-based technology support to schools	Yes	$935,000.00	953,700
1	1.21	Certificated Staff for Middle College	Yes	$0.00	
1	1.22	Classified Staff for Middle College	Yes	$0.00	
2	2.1	PBIS Training and Data Analysis	Yes	$35,000.00	35,000
2	2.2	Social-Emotional well-being	Yes	$25,000.00	25,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Athletics budgets (HS)	Yes	$750,000.00	750,000
2	2.4	Athletic Budgets (MS)	Yes	$208,000.00	208,000
2	2.5	Supplies for VAPA programs	Yes	$45,000.00	45,000
2	2.6	Elementary VAPA teachers	Yes	$835,000.00	851,700
2	2.7	Middle School VAPA teachers	Yes	$320,000.00	326,400
2	2.8	High School VAPA teachers	Yes	$200,000.00	204,000
2	2.9	Additional administration	Yes	$2,000,000.00	2,040,000
2	2.10	Elementary PE teachers	Yes	$1,160,000.00	1,183,200
2	2.11	Counseling services (Elem) - Learning Recovery & LCFF	No Yes	$1,160,000.00	1,183,200
2	2.12	Counseling services (MS)	Yes	$400,000.00	408,000
2	2.13	Counseling services (HS)	Yes	$715,000.00	729,300
2	2.14	Additional District Nurses	Yes	$420,000.00	428,400
2	2.15	Health Aides/Health Aide II	Yes	$310,000.00	316,200

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Athletic trainers	Yes	$260,000.00	265,200
2	2.17	Facilities and Deferred Maintenance	Yes	$2,000,000.00	2,000,000
2	2.18	Safety budget	Yes	$50,000.00	50,000
2	2.19	Director of Wellness	No	$0.00	
2	2.20	SRO (Marysville City Limits)	Yes	$70,000.00	70,000
2	2.21	YCSO SRO	Yes	$262,500.00	262,500
2	2.22	Elementary Wellness Center	Yes	$0.00	
2	2.23	Middle School Opportunity Room	Yes	$400,000.00	408,000
2	2.24	High School Wellness Hub	Yes	$0.00	
2	2.25	Campus Security - Middle School	Yes	$375,000.00	382,500
2	2.26	Campus Security - High School	Yes	$500,000.00	510,000
2	2.27	School safety software	Yes	$47,000.00	47,000
3	3.1	AVID training	Yes	$120,000.00	120,000
3	3.2	Credit recovery licenses & Intervention for ELA and math.	Yes	$105,000.00	105,000

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	Graduate Profile Implementation	Yes	$3,300,000.00	3,366,000
3	3.4	AP textbooks	Yes	$20,000.00	20,000
3	3.5	JROTC staff	Yes	$285,000.00	290,700
3	3.6	High School Registrar (secretary)	Yes	$0.00	
3	3.7	Transportation for College and Career Readiness	Yes	$50,000.00	50,000
3	3.8	Programs: AVID, STEM, and GATE	Yes	$100,000.00	100,000
3	3.9	College and Career Staffing (District staffing)	Yes	$165,000.00	168,300
3	3.10	Early College Program books and supplies costs	Yes	$10,000.00	10,000
3	3.11	Transportation for JROTC	Yes	$40,000.00	40,000
3	3.12	CA Dashboard College and Career Indicator and JROTC enrollment.	Yes	$5,000.00	5,000
3	3.13	Career Technical Education (CTE)	Yes	$125,000.00	125,000
3	3.14	High School Summer School & Credit Recovery - Learning Recovery	No	$250,000.00	250,000
3	3.15	Tri-County ROP Career Tech Education	Yes	$150,000.00	150,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Translation services	Yes	$95,000.00	95,000
4	4.2	EL program specialist	No Yes	$210,000.00	214,200
4	4.3	Site EL facilitators	Yes	$880,000.00	897,600
4	4.4	Professional Development - English Learners	No	$120,000.00	120,000
4	4.5	English Learner Services	Yes	$500,000.00	500,000
5	5.1	Attendance Tracking Program	Yes	$68,000.00	68,000
5	5.2	Educlimber Data Dashboard	Yes	$41,000.00	41,000
5	5.3	Site Outreach Consultants - Learning Recovery	No	$1,832,499.00	1,869,149
5	5.4	Additional attendance clerks	Yes	$295,000.00	300,900
5	5.5	SARB Clerk	Yes	$85,000.00	86,700
5	5.6	AERIES Mass dialer	Yes	$70,000.00	70,000
6	6.1	Special Ed Transportation	No	$2,625,000.00	2,625,000
6	6.2	Special Education Coordinators		$300,000.00	306,000
7	7.1	Additional Support Staff	No	$533,880.00	544,558

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)
7	**7.2**	Supplemental Curriculum	No	$390,206.00	398,010
7	**7.3**	Professional Development	No	$64,243.00	62,243

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)
30,390,643	$30,418,500.00	$28,828,500.00	$1,590,000.00	99.540%	100.960%	1.420%

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	Teacher Collaboration time	Yes	$1,200,000.00	1,200,000	3.95	3.95
1	1.2	Development of assessment and student data	Yes	$60,000.00	60,000	.2	.2
1	1.3	Professional Development	Yes	$670,000.00	670,000	2.2	2.2
1	1.4	Reading and Math Assessments to Support RTI	Yes	$375,000.00	375,000	1.23	1.32
1	1.6	Student technology devices	Yes	$1,000,000.00	1,000,000	3.29	3.29
1	1.7	Library software	Yes	$20,000.00	20,000	.07	.06
1	1.8	Assessment Licenses	Yes	$83,000.00	83,000	.27	.27
1	1.9	Academic Improvement: K-3 Literacy Coach	Yes	$0.00			
1	1.10	Academic Improvement: 4-12 literacy coach	Yes	$0.00			
1	1.11	Library technicians	Yes	$575,000.00	586,500	1.89	1.93
1	1.13	Satellite location for South Lindhurst - certificated staff	Yes	$550,000.00	561000	1.81	1.85
1	1.14	Satellite location for South Lindhurst - classified staff	Yes	$145,000.00	147900	.48	.49
1	1.15	ASL teacher	Yes	$0.00			

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	1.16	Homeless Advocate	Yes	$40,000.00	40800	.13	.13
1	1.17	Transportation	Yes	$5,400,000.00	5508000	17.77	18.12
1	1.18	Homeless Transportation	Yes	$15,000.00	15000	.05	.05
1	1.19	Applications to increase student access, engagement, and student success in the classroom.	Yes	$89,000.00	89000	.29	.29
1	1.20	Provide district-based technology support to schools	Yes	$935,000.00	953700	3.08	3.14
1	1.21	Certificated Staff for Middle College	Yes	$0.00			
1	1.22	Classified Staff for Middle College	Yes	$0.00			
2	2.1	PBIS Training and Data Analysis	Yes	$35,000.00	35000	.12	.12
2	2.2	Social-Emotional well-being	Yes	$25,000.00	25000	.08	.08
2	2.3	Athletics budgets (HS)	Yes	$750,000.00	750000	2.47	2.47
2	2.4	Athletic Budgets (MS)	Yes	$208,000.00	208000	.33	.33
2	2.5	Supplies for VAPA programs	Yes	$45,000.00	45000	.15	.15
2	2.6	Elementary VAPA teachers	Yes	$835,000.00	851700	2.75	2.8
2	2.7	Middle School VAPA teachers	Yes	$320,000.00	326400	1.05	1.07
2	2.8	High School VAPA teachers	Yes	$200,000.00	204000	.66	.67
2	2.9	Additional administration	Yes	$2,000,000.00	200400	6.58	6.71
2	2.10	Elementary PE teachers	Yes	$1,160,000.00	1183200	3.82	3.89
2	2.11	Counseling services (Elem) - Learning Recovery & LCFF	Yes	1160000	1183200	3.82	3.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	Counseling services (MS)	Yes	$400,000.00	408000	1.32	1.34
2	2.13	Counseling services (HS)	Yes	$715,000.00	729300	2.35	2.4
2	2.14	Additional District Nurses	Yes	$420,000.00	428400	1.38	1.34
2	2.15	Health Aides/Health Aide II	Yes	$310,000.00	316200	1.02	1.04
2	2.16	Athletic trainers	Yes	$260,000.00	265200	.86	.87
2	2.17	Facilities and Deferred Maintenance	Yes	$2,000,000.00	2000000	6.58	6.58
2	2.18	Safety budget	Yes	$50,000.00	50000	.16	.16
2	2.20	SRO (Marysville City Limits)	Yes	$70,000.00	70000	.23	.23
2	2.21	YCSO SRO	Yes	$262,500.00	262500	.86	.86
2	2.22	Elementary Wellness Center	Yes	$0.00			
2	2.23	Middle School Opportunity Room	Yes	$400,000.00	408000	1.32	1.34
2	2.24	High School Wellness Hub	Yes	$0.00			
2	2.25	Campus Security - Middle School	Yes	$375,000.00	382500	1.23	1.26
2	2.26	Campus Security - High School	Yes	$500,000.00	510000	1.65	1.68
2	2.27	School safety software	Yes	$47,000.00	47000	.15	.15
3	3.1	AVID training	Yes	$120,000.00	12000	.39	.39
3	3.2	Credit recovery licenses & Intervention for ELA and math.	Yes	$105,000.00	105000	.35	.35
3	3.3	Graduate Profile Implementation	Yes	$3,300,000.00	3366000	10.86	11.08
3	3.4	AP textbooks	Yes	$20,000.00	20000	.07	.07

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	3.5	JROTC staff	Yes	$285,000.00	290700	.94	.96
3	3.6	High School Registrar (secretary)	Yes	$0.00			
3	3.7	Transportation for College and Career Readiness	Yes	$50,000.00	50000	.16	.16
3	3.8	Programs: AVID, STEM, and GATE	Yes	$100,000.00	100000	.33	.33
3	3.9	College and Career Staffing (District staffing)	Yes	$165,000.00	168300	.54	.55
3	3.10	Early College Program books and supplies costs	Yes	$40,000.00	40000	.13	.13
3	3.11	Transportation for JROTC	Yes	5000	5000	.02	.02
3	3.12	CA Dashboard College and Career Indicator and JROTC enrollment.	Yes	$5,000.00	5000	.02	.02
3	3.13	Career Technical Education (CTE)	Yes	$125,000.00	127500	.41	.42
3	3.15	Tri-County ROP Career Tech Education	Yes	$150,000.00	150000	.48	.48
4	4.1	Translation services	Yes	$95,000.00	96900	.31	.32
4	4.2	EL program specialist	Yes	210000	214200	.69	.70
4	4.3	Site EL facilitators	Yes	$880,000.00	880000	2.9	2.95
4	4.5	English Learner Services	Yes	$500,000.00	510000	1.69	1.68
5	5.1	Attendance Tracking Program	Yes	$68,000.00	68000	.22	.22
5	5.2	Educlimber Data Dashboard	Yes	$41,000.00	41000	.13	.13
5	5.4	Additional attendance clerks	Yes	$295,000.00	295000	.97	.99
5	5.5	SARB Clerk	Yes	$85,000.00	85000	.28	.29

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)
5	**5.6**	AERIES Mass dialer	Yes	$70,000.00	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)
109,351,747	30,390,643	0.46%	28.252%	$28,828,500.00	100.960%	127.323%	$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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