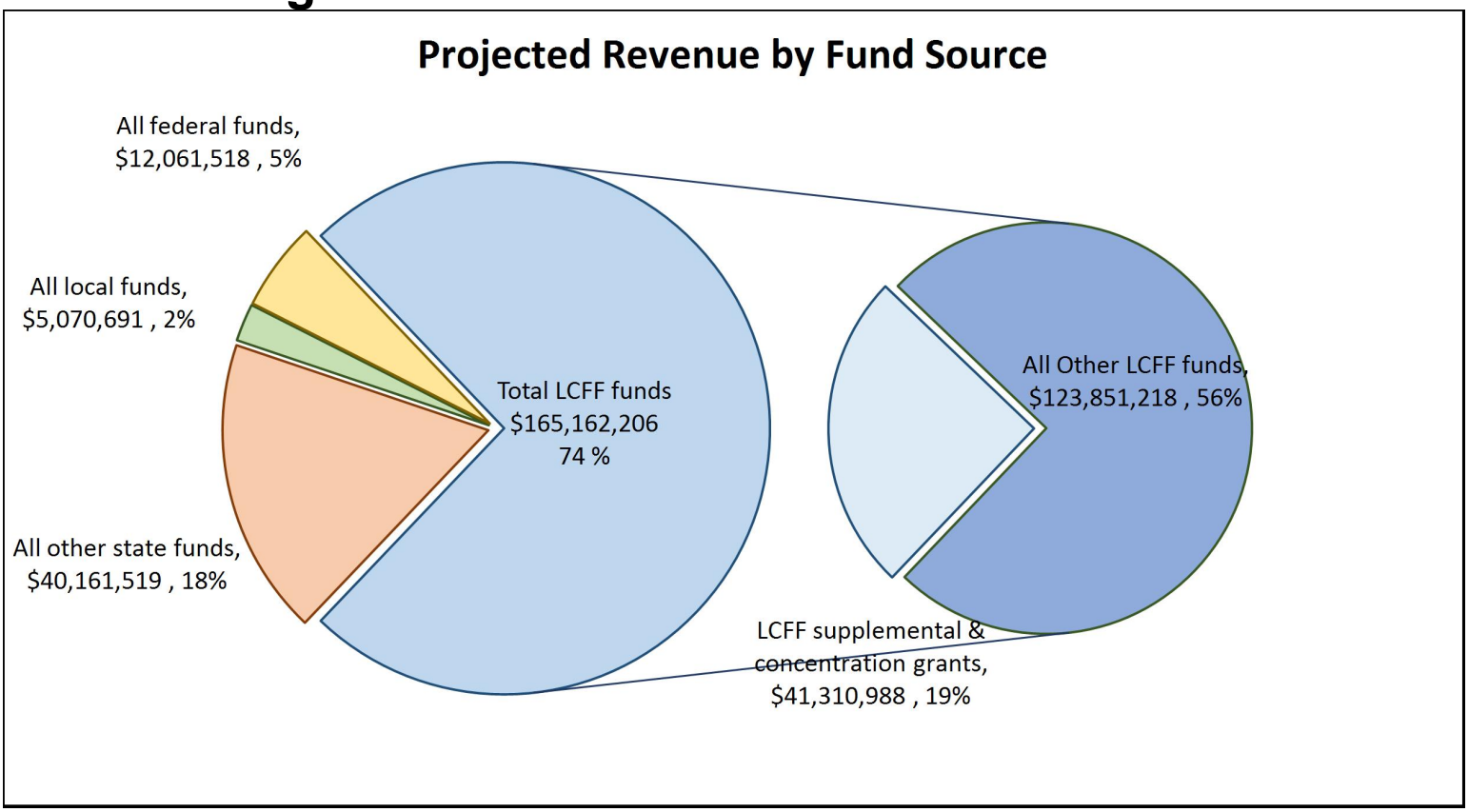
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced City School District
CDS Code: 24 65771 000000
School Year: 2026-27
LEA contact information:
Aaron Alexander
Director of State & Federal Programs
aalexander@mcsd.k12.ca.us
(209) 385-6664

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

Budget Overview for the 2026-27 School Year



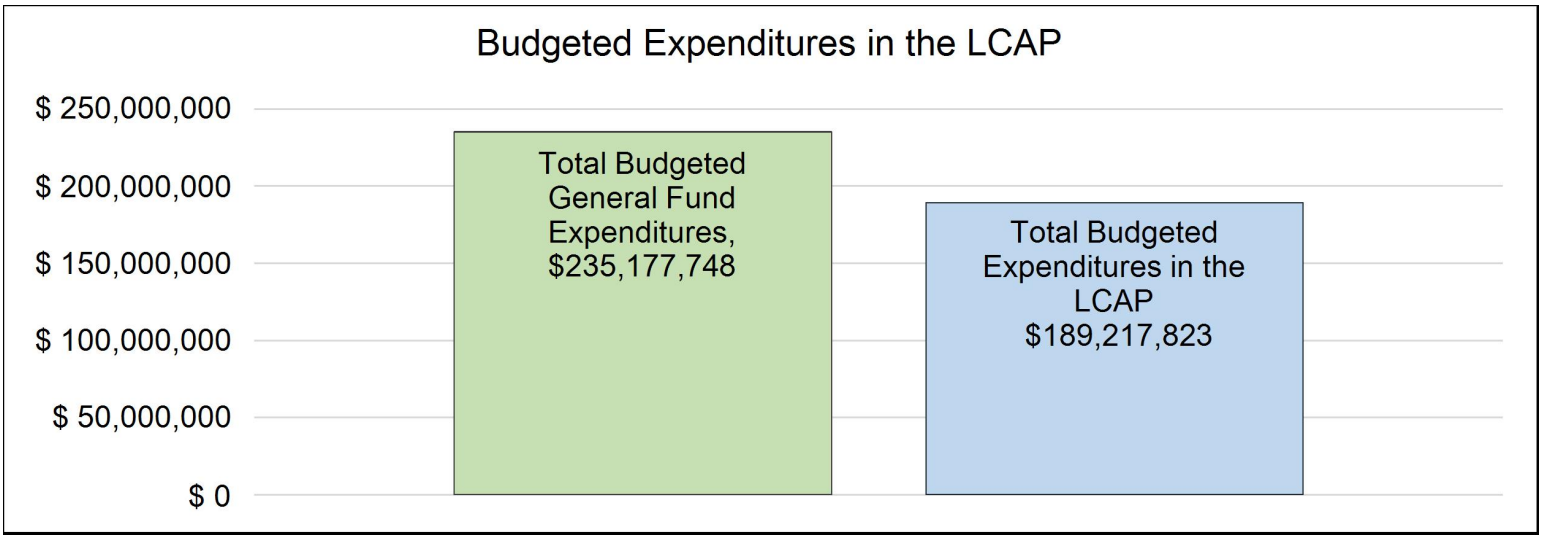
This chart shows the total general purpose revenue Merced City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced City School District is $222,455,934, of which $165,162,206 is Local Control Funding Formula (LCFF), $40,161,519 is other state funds, $5,070,691 is local funds, and $12,061,518 is federal funds. Of the $165,162,206 in LCFF Funds,

$41,310,988 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Merced City School District plans to spend $235,177,748 for the 2026-27 school year. Of that amount, $189,217,823 is tied to actions/services in the LCAP and $45,959,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

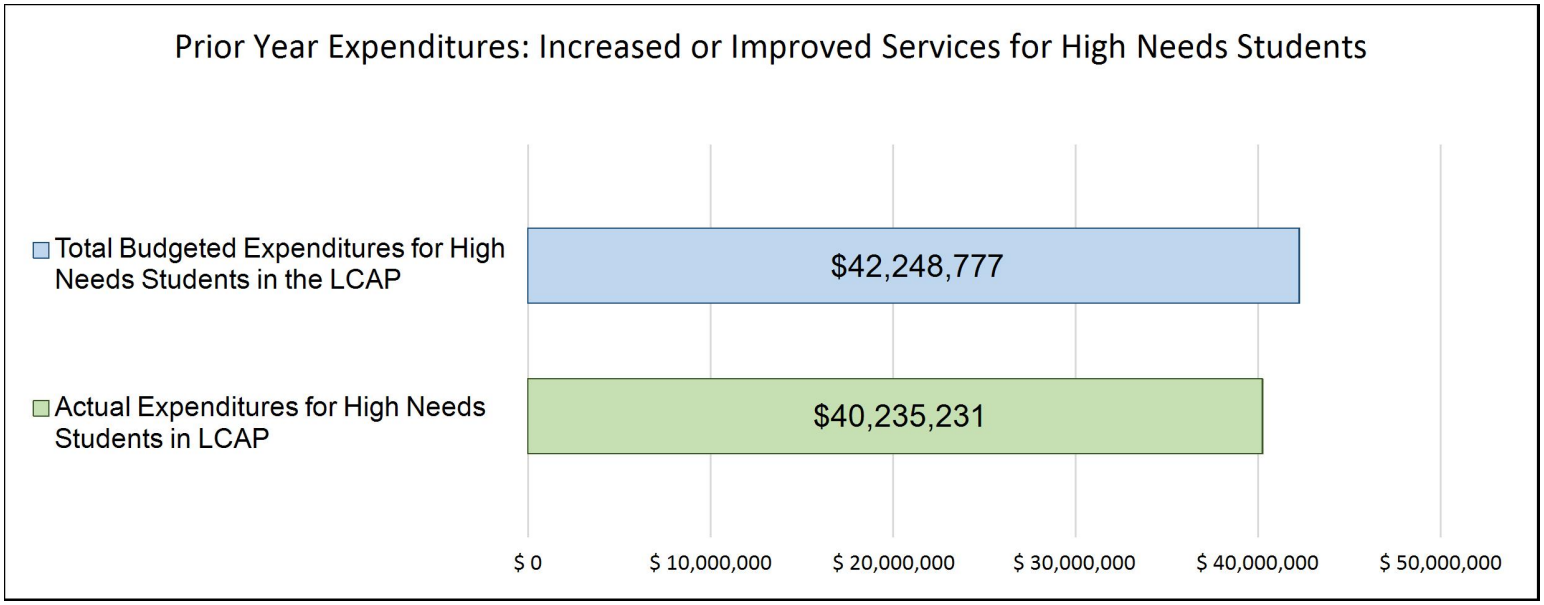
Home to school transportation, utilities and the funding of the Maintenance and Operations Department, Facilities Department, Fiscal Department, Personnel Department, Office Managers and Clerks, School Nutrition Services Department, and the Office of the Superintendent.

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

In 2026-27, Merced City School District is projecting it will receive $41,310,988 based on the enrollment of foster youth, English learner, and low-income students. Merced City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Merced City School District plans to spend $41,735,988 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Merced City School District's LCAP budgeted $42,248,777 for planned actions to increase or improve services for high needs students. Merced City School District actually spent $40,235,231 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,013,546 had the following impact on Merced City School District’s ability to increase or improve services for high needs students:

The existing difference reflects the District using alternate funding sources to carry-out similar LCAP-based actions to meet the diverse needs of our students in order to increase or improve services.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced City School District	Aaron Alexander Director of State & Federal Programs	aalexander@mcsd.k12.ca.us (209) 385-6664

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.

Merced City School District's vision strives for our students to have the academic skills and personal characteristics to continue their learning journey, pursuing their passions and talents. We accomplish this vision by carrying out the mission to ensure equitable access to high-quality instruction in environments that value and build on students' unique talents. Our District team provides positive, inclusive environments where all students feel safe, respected, and connected. We promise to empower all students and nurture them to build personal success and contribute to society.

Superintendent Stocking leads the district with three key components in mind: Safety, both physical and social-emotional; Maintaining Positive Relationships; and Increasing Literacy rates amongst our students, with emphasis on our most underserved students.

MCSD is one of the largest school districts within Merced County, serving approximately 10,876 students from diverse backgrounds, including:

• 1,519 (14%) English Language Learners

• 8,600 (79%) Socioeconomically Disadvantaged Students

• 104 (<1%) Homeless Students

• 96 (<1%) Foster Youth

• 1,337 (12.2%) Students with Disabilities

Source: MCSD Dashboard, June, 2026

The District focuses on student success and commits to providing high-quality instructional programs for all children by implementing the Common Core State Standards (CCSS), a robust assessment plan, ongoing professional development, and a Multi-Tiered System of Support (MTSS). There are fourteen TK-6 elementary schools; 13 of the 14 elementary schools offer State Preschool. There are four middle schools consisting of 7th and 8th grades. A Community Day School program is available for students with special behavioral needs and receives additional support through the Equity Multiplier. Community Day School was identified to receive Equity Multiplier funds due to the prior year's non-stability rate being greater than 25 percent and the prior year's socioeconomically disadvantaged pupil rates being greater than 70 percent.

Programs and services supplemental to the district's base offerings are intentionally designed to serve and increase the academic achievement of unduplicated pupils and other students in need. The District partners with local organizations and agencies dedicated to increased equity and inclusion in the Merced community. Funds from the Local Control Funding Formula and other funding streams strengthen academic offerings, increase engagement, provide additional learning time, and provide wrap-around social-emotional support for students. A portion of the funding is used to attract and retain teachers.

MCSD recognizes and values the involvement of educational partners in developing the Local Control Accountability Plan (LCAP). A shared focus promotes high levels of engagement and achievement for all students, especially pupils designated as Unduplicated. Parent and community involvement in education is valued and encouraged. The District supports parents through the Department of Pupil Services, three bilingual Community Outreach Specialists, site-based community liaisons, and specialized staff such as social workers and a Family and Student Engagement Coordinator. Parent education workshops are offered virtually and in person. Parents are encouraged to share their talents with their child's school. Opportunities for parental involvement include volunteering in classrooms, participating in site committees, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Clubs (PTC), and supporting events such as District March Madness, STEAM Fair, and the Student Spotlight Performance. Parents also represent sites on district-level committees, such as the District English Learner Advisory Committee (DELAC), and the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC).

Site-driven LCAP Teams, in conjunction with the community, continue to drive LCAP implementation. School allocations are calculated using a mathematical formula based on the quantity of unduplicated pupils per site. The site-based structure compels school leaders to share LCAP work transparently. It contributes to meaningful educational partner input during forums for staff, parents, students, and the general public. Budgets are developed in collaboration with SSC, ELAC, and site Leadership Teams. LCAP representation teams from each school are composed of parents, community members, students, and staff.

MCSD District Administrators collaborated with Site Administrators, families, certificated, and classified staff to plan for 6th grade to be held

at the MCSD Middle School Campuses. This transition, beginning in August 2026, took many factors into consideration, including, but not limited to: Classroom space, scheduling, staffing, furnishings, transportation, school nutrition, and curriculum.

*Merced City School District does not have a high school (grades 9-12).

The following metrics are not part of the LCAP:
1) Share of students who are college and career-ready (graduation rate and graduates completing UC/CSU required courses);
2) Share of students who pass Advanced Placement (AP) exams with a 3 or higher;
3) Share of students determined to be prepared for college by the Early Assessment Program (EAP);
4) High school dropout rates; and,
5) High school graduation rates.

In the 2025-26 school year Merced City School District chose to utilize the 5Essentials (5Es) survey instead of the California Healthy Kids Survey, California School Staff Survey, and the California School Parent Survey because it provides actionable data, baselines, and evidence that directly map to all eight Local Control and Accountability Plan (LCAP) Priorities. By measuring critical school components—such as Effective Leaders, Ambitious Instruction, Collaborative Teachers, Involved Families, and a Supportive Environment—the survey acts as a comprehensive tool for needs assessments, strategy design, and action justifications.

Key LCAP Alignment & Strategic Uses
Justifying Resources & Basic Services (Priority 1): Districts can cite 5Essentials results regarding teacher quality, classroom environments, and resource equity to justify specific actions and funding allocations.
Tracking Standards Implementation (Priority 2): Core survey metrics like "Academic Press" and "Quality of Student Discussion" provide clear evidence of how thoroughly staff understand and implement academic standards (e.g., Common Core, NGSS).
Measuring Parent Engagement & Trust (Priority 3): The survey offers concrete baseline data on "Teacher-Parent Trust" and family participation, allowing districts to establish and measure goals aimed at improving communication and community involvement.
Informing Student Achievement & Engagement (Priorities 4 & 5): Because student belonging, motivation, and positive environments reduce barriers to learning, districts can use the survey's "Student-Teacher Trust" and "Academic Personalism" scores to predict and support attendance, engagement, and standardized test growth.
Evaluating School Climate & Safety (Priority 6): The 5Es provide data on safety, peer support, and leadership tone, which districts can integrate directly into Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), or social-emotional learning (SEL) strategies.
Ensuring Equitable Course Access & Broad Outcomes (Priorities 7 & 8): The framework helps districts evaluate instructional depth and collaborative teaching capacity across all subjects, ensuring equitable access to rigorous coursework, Career Technical Education (CTE), and enrichment programs.

Reflections: Annual Performance

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

2025 California School Dashboard Analysis:

The Academic Performance of the Dashboard contains three measures: English Language Arts/Literacy, Mathematics, and the English Learner Progress Indicator (ELPI). These measures show how well students are meeting grade-level standards or how they are making progress in learning English. They are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments, which are taken each Spring by students in grades three through eight and finally in grade eleven.

English-Language Arts
MCSD 3rd through 8th-grade students who took the Language Arts California Assessment of Student Performance and Progress, or CASSPP, during the 2024-2025 School Year INCREASED by an average of 5.1 points, which designates MCSD as YELLOW, or MEDIUM Category, for English Language Arts. All MCSD Students are, on average, 40.7 points below standard.

Two (2) subgroups of MCSD students performed at VERY LOW rates compared to the year prior and were designated RED: Black/African American (-1.2 points) and Homeless (-23.8).

Three (3) subgroups performed at LOW rates, but improved from the prior year and were designated ORANGE: English Learners (+5.3 points), Long-Term English Learners (+3.5), and Students with Disabilities (+10.3).

Six (6) subgroups performed, or changed, at MEDIUM Rates, but remained at LOW status and categorized as YELLOW: Asian (+5.1 points), Foster Youth (+28.8), Hispanic (+4.8), Two or More Races (+7), Socioeconomically Disadvantaged (+4), and White (+8.1).

Filipino students who took the CAASPP in the Spring of 2025 performed at high levels, increasing an average of 8.9 points, categorizing them as GREEN.

The following MCSD SCHOOLS were noted to have the LOWEST (RED) or LOW (ORANGE) status for ELA:
Red (Lowest): Sheehy Elementary; Community Day School.
Orange (Low): Burbank, Chenoweth, Franklin, Fremont, Reyes, and Stowell.
The following student groups, by site, were identified with RED or ORANGE status (including Year-to-Year Change):
Burbank: Students with Disabilities (Red / Declined -5.2 pts); Hispanic (Orange / Maintained -1.1 pts).
Chenoweth: Students with Disabilities (Red / Declined -8.4 pts).
Franklin: Students with Disabilities (Red / Maintained +0.5 pts).
Fremont: Students with Disabilities (Orange / Declined -4.1 pts).
Givens: English Learners (Orange / Maintained +1.2 pts); Hispanic (Orange / Declined -3.8 pts).
Gracey: Students with Disabilities (Red / Declined -10.2 pts); English Learners (Orange / Maintained -0.4 pts).
Muir: Students with Disabilities (Red / Declined -7.6 pts).
Peterson: Students with Disabilities (Orange / Maintained +2.1 pts).

Reyes: Students with Disabilities (Red / Declined -6.3 pts); All Students (Orange / Maintained -0.9 pts).
Rivera: Students with Disabilities (Orange / Declined -3.2 pts).
Sheehy: All Students (Red / Declined -12.4 pts); Students with Disabilities (Red / Declined -15.1 pts); Hispanic (Orange / Declined -9.8 pts).
Stefani: Students with Disabilities (Orange / Maintained +1.8 pts).
Stowell: Students with Disabilities (Red / Declined -11.5 pts); All Students (Orange / Declined -4.2 pts).
Wright: Students with Disabilities (Orange / Maintained +3.4 pts).

Mathematics
MCSD 3rd through 8th-grade students who took the Mathematics California Assessment of Student Performance and Progress, or CASSPP, during the 2024-2025 School Year INCREASED an average of 4 points, which designates MCSD in a YELLOW, or MEDIUM Category, for Mathematics. All MCSD Students are, on average, 78.1 points below standard.

Two (2) subgroups of MCSD students performed at VERY LOW rates compared to the year prior and were designated RED: Black/African American (+1.6 points) and Homeless (-21.8 points)

Four (4) subgroups performed at a status of LOW rates compared to the performance from the prior year, and were designated ORANGE: English Learner (+5.5 points), Filipino (-9.4), Long-Term English Learner (+12.3), and Students with Disabilities (+3.5).

Six (6) subgroups performed at a MEDIUM level and were designated YELLOW: Asian (+4.3 points), Foster Youth (+24), Hispanic (+3.7), Two or More Races (+6.7), Socio-Economically Disadvantaged (+3.3), and White (+6.9).

The following MCSD SCHOOLS were noted to have the LOWEST (RED) status for Mathematics: Burbank, Franklin, Gracey, Muir, Reyes, Sheehy, Stefani, Stowell, Wright, and Community Day.
The following student groups, by site, were identified with RED or ORANGE status (including Year-to-Year Change):
District-Wide Red Trend: Students with Disabilities averaged a change of Declined -9.5 points, keeping this group in Red at every elementary site.
Burbank: English Learners (Orange / Maintained +0.8 pts).
Franklin: Hispanic (Red / Declined -6.2 pts); English Learners (Orange / Declined -4.5 pts).
Givens: All Students (Orange / Declined -5.1 pts).
Peterson: Students with Disabilities (Orange / Maintained +1.4 pts).
Sheehy: All Students (Red / Declined -11.8 pts); English Learners (Red / Declined -13.2 pts).
Stowell: English Learners (Orange / Declined -7.4 pts).

English Learner Progress Indicator
Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress Indicator (ELPI) measures the progress that English Learner students are making toward achieving English proficiency. Each spring, English learner students take the Summative Assessment, which measures how well students are

progressing in each of the four (4) domains of the English language: reading, writing, listening, and speaking. Results from the ELPAC are used to calculate the English Learner Progress Indicator.

The California School Dashboard results indicate that MCSD English Learners in grades Kindergarten through 8th grade continue to make progress on the annual English Language Proficiency Assessments for California, or ELPAC.

MCSD DECREASED the percentage of EL students making progress by -5.4% when compared to the year prior. 44.3% of our ELs made progress through the levels of EL status and are designated as ORANGE. Long-Term English Learners were designated as VERY LOW, or RED, as only 44.1% made progress, DECREASING -14.5% when compared to the prior year.

18.4% of our students declined at least one level, 37.1% of English Learners MAINTAINED their current level, 0.6% maintained level 4, the highest level of EL status before being reclassified, and 43.9% of EL students progressed at least one level.

The following MCSD SCHOOLS were noted to have the LOWEST (RED) status for English Learner Progress: Community Day School; and, Sheehy Elementary.
The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Learner Progress: Burbank Elementary; Franklin Elementary; Gracey Elementary; Reyes Elementary; and, Stowell Elementary.
The following MCSD SCHOOLS were noted to have performed MEDIUM (YELLOW) status for English Learner Progress: Chenoweth Elementary; Fremont Elementary; Givens Elementary; Muir Elementary; Peterson Elementary; Rivera Elementary; Stefani Elementary; and, Wright Elementary.
The following student groups, by site, were identified with RED or ORANGE status (including Year-to-Year Change):
Sheehy Elementary: English Learners (Red / Declined -10.5%).
Burbank Elementary: English Learners (Orange / Declined -4.2%).
Franklin Elementary: English Learners (Orange / Maintained -1.1%).
Gracey Elementary: English Learners (Orange / Declined -5.8%).
Reyes Elementary: English Learners (Orange / Declined -3.9%).
Stowell Elementary: English Learners (Orange / Maintained -0.5%).
Community Day School: English Learners (Red / Declined Significant -15.0%).

Chronic Absenteeism
The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Chronically absent students miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district.

23.2% of MCSD students in grades TK-8 during the 2024-25 school year missed 10% or more of the school year, which INCREASED Significantly by 1.4% from the year prior, which designates MCSD as RED, or VERY HIGH Category, for Chronic Absenteeism Rates.

Ten (10) MCSD student subgroups were rated as VERY HIGH (RED) or HIGH (ORANGE) on the 2025 California School Dashboard for Chronic Absenteeism.

Ten (10) subgroups missed a significant amount of school, but remained chronically absent at VERY HIGH or HIGH rates: African American (+5.1%), American Indian (+8.4%), English Learners (+1.5%), Hispanic (+0.9%), Two or More Races (+0.9%); Socioeconomically Disadvantaged (+1.6%); Students with Disabilities (+3%), White (+3%), Filipino (-6%), Homeless (+12.1%), and Long-Term English Learners (+2.9%).

Two (2) subgroups had HIGH rates of Chronic Absenteeism and were placed in the ORANGE: Asian (+1.7), and Foster Youth (-2.9%).

MCSD's Filipino subgroup MAINTAINED performance, DECREASING Chronic Absenteeism -2.4%, year-to-year.

The following MCSD SCHOOLS were noted to have the LOWEST (RED) status for Chronic Absenteeism: Burbank, Franklin, Gracey, Muir, Reyes, Sheehy, Stefani, Stowell, and Community Day.
The following student groups, by site, were identified with RED or ORANGE status (including Year-to-Year Change):
Burbank: Homeless (Red / Increased +5.4%); African American (Orange / Declined -1.2%).
Chenoweth: Two or More Races (Orange / Declined -2.4%); Hispanic (Orange / Declined -3.1%).
Franklin: Homeless (Red / Increased +6.1%); Hispanic (Orange / Declined -4.2%).
Fremont: White (Orange / Maintained -0.5%).
Givens: English Learners (Orange / Declined -3.8%).
Peterson: Two or More Races (Orange / Maintained +0.3%); White (Orange / Declined -1.1%).
Sheehy: Homeless (Red / Increased +8.2%); All Students (Red / Declined -1.5%).
Stefani: Homeless (Red / Increased +4.9%).
Wright: White (Orange / Declined -2.2%); Hispanic (Orange / Declined -4.5%).

Suspension Rates
The Suspension Rate measure shows the percentage of students who were suspended at least one time during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others. Note: A student is counted as suspended in the suspension rate only once, regardless of multiple suspensions or multiple days of suspension.

5.9% of our students in grades TK-8 during the 2024-25 School Year were suspended at least once, which INCREASED 1.1% from the year prior, which designates MCSD as ORANGE, or HIGH Category, for Suspension Rates.

Five (5) subgroups of MCSD students were suspended at VERY HIGH (RED) rates than the year prior: Black/African American (+3.4%), Homeless (+6.8%), Socioeconomically Disadvantaged (+1.2%), Students with Disabilities (+1.4%), and White (2.2%).

Five (5) subgroups were suspended at HIGH rates and designated ORANGE: American Indian (+1.3%), Asian (+0.7%), English Learner (+0.6%), Filipino (+1.4%), and Hispanic (+1%).

Three (3) subgroups were suspended at MEDIUM rates were designated YELLOW: Foster Youth (-5.7%), Long-Term English Learners (-3.2%), and Two or More Races (-0.4%).

The following MCSD SCHOOLS were noted to have the LOWEST (RED) status for Suspension Rates: Franklin, Gracey, Sheehy, Stowell, and Community Day.
The following student groups, by site, were identified with RED or ORANGE status (including Year-to-Year Change):
Franklin: African American (Red / Increased +2.4%); Students with Disabilities (Orange / Increased +1.1%).
Gracey: African American (Red / Increased +3.1%); All Students (Red / Increased +1.8%).
Sheehy: African American (Red / Increased +2.8%); Hispanic (Orange / Increased +0.9%).
Stowell: African American (Red / Increased +4.2%); Students with Disabilities (Red / Increased +2.5%).
Rivera: Socioeconomically Disadvantaged (Orange / Increased +1.3%).
Stefani: Two or More Races (Orange / Increased +1.5%).
Wright: African American (Orange / Maintained +0.2%).

2024 California School Dashboard Analysis:

The Academic Performance of the Dashboard contains three measures: English Language Arts/Literacy, Mathematics, and the English Learner Progress Indicator (ELPI). These measures show how well students are meeting grade-level standards or how they are making progress in learning English. They are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments, which are taken each spring by students in grades three through eight and grade eleven.

English-Language Arts

MCSD 3rd through 8th-grade students who took the Language Arts California Assessment of Student Performance and Progress, or CASSPP, during the 2023-2024 School Year INCREASED by an average of 4.6 points which designates MCSD as YELLOW, or MEDIUM Category, for English Language Arts. All MCSD Students are, on average, 45.7 points below standard.

Four (4) subgroups of MCSD students performed at VERY LOW rates compared to the year prior: Homeless (+1 point); Long-Term English Learners (-8.2 points); Foster Youth (-4.5 points); and Students with Disabilities (-3.9 points) were designated RED.

Three (3) subgroups performed at VERY LOW or LOW rates, but improved from the prior year and were designated ORANGE: Black/African American (+1.3 points); English Learner (+5.8 points); and White (+1.3 points).

Four (4) subgroups performed, or changed, at MEDIUM Rates, but remained at LOW status and categorized as YELLOW: Two or More Races (+12.3 points); Asian (+5.2 points); Hispanic (+5 points); and Socio-Economically Disadvantaged (+7 points).

Filipino students who took the CAASPP in the Spring of 2024 performed at high levels, increasing an average of 3.2 points, categorizing them as GREEN.

Twelve (12) MCSD schools MAINTAINED or INCREASED overall student performance:
Cruickshank Middle (+12.6 points); Givens Elementary (+6.5 points); Gracey Elementary (+7.1 points); Muir Elementary (+11.4 points); Peterson Elementary (+4.2 points); Reyes (+7.8 points); Rivera Elementary (+8.9 points); Rivera Middle (+7.6 points); Stefani Elementary (+10.5 points); Stowell Elementary (+5.2 points); Tenaya Middle (+4.1 points); and Wright Elementary (+14 points).

The following MCSD SCHOOLS were noted to have the LOWEST (RED) status for English Language Arts (ELA):
Sheehy Elementary

The following MCSD SCHOOLS were noted to have performed VERY LOW (ORANGE) status for English Language Arts (ELA):
Reyes Elementary; and, Stowell Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Language Arts (ELA):
Chenoweth Elementary; Franklin Elementary; Hoover Middle; Burbank Elementary; and, Fremont Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (YELLOW) status for English Language Arts (ELA):
Givens Elementary; Peterson Elementary; Wright Elementary; Cruickshank Middle; Stefani Elementary; Muir Elementary; Gracey Elementary; Rivera Elementary; Rivera Middle; and, Tenaya Middle.

The following MCSD student groups, district-wide, were identified with the LOWEST (RED) status for ELA:
Foster Youth, Homeless, Long-Term English Learners, and Students with Disabilities.

The following student groups, by site, were identified with the LOWEST (RED) status by indicator for ELA:
Chenoweth Elementary: Students with Disabilities (SWD); Cruickshank Middle: SWD; Fremont Elementary: English Learner (EL); Hoover Middle: SWD, EL, & Long-Term English Learner (LTEL); Rivera Middle: SWD; Sheehy Elementary: All Students, EL, SWD, Hispanic, & Socio-Economically Disadvantaged;
Stowell Elementary: SWD; and, Tenaya Middle: EL, SWD, & LTEL.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's English Language Arts Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State Average for ELA:
13.2 Points Below Average, ORANGE, MAINTAINED +0.4 points

Foster Youth State Average for ELA
87.3 Points Below Average, RED, MAINTAINED +1.9 points

Homeless State Average for ELA
70.4 Points Below Average, RED, MAINTAINED +2.5 points

Long-Term English Learner State Average for ELA
109.6 Points Below Average, RED, DECLINED 3.4 points

Students with Disabilities State Average for ELA
95.6 Points Below Average, RED, MAINTAINED +0.7 points

Mathematics

MCSD 3rd through 8th-grade students who took the Mathematics California Assessment of Student Performance and Progress, or CASSPP, during the 2023-2024 School Year MAINTAINED an average of 0.8 points, which designates MCSD in an ORANGE, or LOW Category, for Mathematics. All MCSD Students are, on average, 82.1 points below standard.

Three (3) subgroups of MCSD students performed at VERY LOW rates compared to the year prior and were designated RED:
English Learners (+0.5 points); Homeless (+1.9 points); and Long-Term English Learners (-16.9 points).

Seven (7) subgroups performed at whose status was VERY LOW rates compared but slightly increased performance from the prior year and designated ORANGE:
Black/African American (+6.6 points); Foster Youth (+13.3 points); Hispanic (+0.4 points); Two or More Races (+2.9 points); Socio-Economically Disadvantaged (+3.8 points); and White (-1.3 points).

Two (2) subgroups performed at a MEDIUM level and designated YELLOW:
Asian (+3.8 points); and Filipino (+7.3 points).

Fourteen (14) MCSD schools that MAINTAINED or INCREASED overall student performance:
Fremont Elementary (+3.8 points); Givens Elementary (+17.5 points); Gracey Elementary (+5 points); Muir Elementary (+15.4 points); Peterson Elementary (+9.2 points); Reyes Elementary (+3 points); Rivera Middle (+3.5 points); Sheehy Elementary (+3.5 points); Stefani Elementary (+3.9 points); Stowell Elementary (+6 points); Rivera Elementary (+2 points); Tenaya Middle (-2 points (MAINTAINED)); and Wright Elementary (+10.6 points).

The following MCSD SCHOOLS had the LOWEST (RED) Mathematics status: Hoover and Tenaya Middle Schools.

The following MCSD SCHOOLS were noted to have performed VERY LOW (ORANGE) status for English Language Arts (Mathematics): Rivera Middle; and, Stowell Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Language Arts (Mathematics): Chenoweth Elementary; Franklin Elementary; Cruickshank Middle; Burbank Elementary; and, Rivera Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (YELLOW) status for English Language Arts (Mathematics): Reyes Elementary; Peterson Elementary; Wright Elementary; Stefani Elementary; Fremont Elementary; Gracey Elementary; Sheehy Elementary; Givens Elementary; and, Muir Elementary.

The following MCSD student groups, district-wide, identified with the LOWEST (RED) status for Math: English Learners, Homeless, and Long-Term English Learners.

The following student groups, by site, were identified with the LOWEST (RED) status by indicator for Mathematics:
Chenoweth Elementary: Students with Disabilities (SWD); Cruickshank Middle: Hispanic, Socio-Economically Disadvantaged (SED), and SWD; Fremont Elementary: English Learner (EL); Gracey Elementary: EL; Hoover Middle: All Students; EL, Hispanic, SED, SWD, and Long-Term English Learners (LTEL); Rivera Elementary: SWD
Rivera Middle: Hispanic, SWD, LTEL; Sheehy Elementary: EL; and, Tenaya Middle: All Students; EL, Hispanic, SED, SWD, and LTEL.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Mathematics Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State Average for Math:
47.6 Points Below Average, ORANGE, MAINTAINED +1.5 points

F/Y State Average for Math
127.4 Points Below Average, Red, Maintained +1.4 points

Homeless State Average for Math
106 Points Below Average, RED, DECLINED -4.7 points

English Learner Statewide Average for Math
93.4 Points Below Average, ORANGE, MAINTAINED 0 points

Long-Term English Learner Statewide Average for Math
163.5 Points Below Average, RED, MAINTAINED -0.4 points

Students with Disabilities Statewide Average for Math
124.3 Points Below Average, RED, MAINTAINED +2.9 points

English Learner Progress Indicator

Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress Indicator (ELPI) measure looks at the progress that English Learner students are making toward achieving English proficiency. Each spring, English learner students take the Summative Assessment, which measures how well students are progressing in each of the four (4) domains of the English language: reading, writing, listening, and speaking. Results from the ELPAC are used to calculate the English Learner Progress Indicator.

The California School Dashboard results indicate that MCSD English Learners in grades Kindergarten through 8th grade continue to make progress on the annual English Language Proficiency Assessments for California, or ELPAC.

49.7%, or an increase of 0.7%, or MAINTAINED, compared to the year prior, of our ELs make progress through the levels of EL status and are designated as YELLOW.

15% of our students declined a level, 34.9% of English Learners MAINTAINED their current level, 0.2% maintained level 4, the highest level of EL status before being reclassified, and 49.9% of EL students progressed at least one level.

To expand on our success, ten (10) of our sites showed year-to-year improvement by INCREASING/MAINTAINING the percentage of students growing from one level to another:
Burbank Elementary (+8.7 points), Chenoweth Elementary (+34.8 points), Fremont Elementary (+6.1 points), Muir Elementary (+21.6 points), Peterson Elementary (+10 points), Rivera Elementary (+1.2), Rivera Middle (-1.2 points (MAINTAINED)), Sheehy Elementary (+15.6 points), Wright Elementary (+9 points).

The following schools were noted to have the LOWEST (RED) status for English Language Proficiency Indicator (ELPI):
Burbank, Reyes, Givens, and Franklin Elementary Schools.

The following MCSD SCHOOLS were noted to have performed LOW (ORANGE) status for English Language Proficiency Indicator (ELPI):
Stefani Elementary; and, Gracey Elementary.

The following MCSD SCHOOLS were noted to have performed LOW (YELLOW) status for English Language Proficiency Indicator (ELPI):
Burbank Elementary

The following MCSD SCHOOLS were noted to have performed MEDIUM (ORANGE) status for English Language Proficiency Indicator (ELPI):
Hoover Middle; and, Tenaya Middle.

REFERENCE POINTS:
ELPI State Average:

45.7% Making Progress; DECLINED, -1%, ORANGE

Chronic Absenteeism

The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Chronically absent students miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district.

21.8% of MCSD students in grades TK-8 during the 2023-24 school year missed 10% or more of the school year, which DECLINED Significantly by 8.3% from the year prior, which designates MCSD as YELLOW, or MEDIUM Category, for Chronic Absenteeism Rates. No MCSD subgroups of students were rated as VERY HIGH (RED) or HIGH (ORANGE) on the 2024 California School Dashboard for Chronic Absenteeism.

Twelve (12) subgroups missed a significant amount of school, but remained chronically absent at VERY HIGH or HIGH rates but improved from the prior year and were categorized as YELLOW- Maintaining their status: African American (-9.3%); English Learners (-5.2%); Foster Youth (-3.8%); Hispanic (-9.1%); Two or More Races (-9.4%); Socioeconomically Disadvantaged (-9.1%); Students with Disabilities (-10.6%); White (-5.2%), Filipino (-6%), American Indian (-16.3%), Homeless (-21.4%), and Long-Term English Learners (-6.3%).

MCSD's Asian subgroup of students DECLINED at high rates (-8.4%) and is categorized as GREEN.

ALL MCSD schools decreased the Chronic Absenteeism rates. Notably, the following school sites DECLINED by 10% or more: Franklin Elementary (-16.1%), Givens Elementary (-13.1%), Gracey Elementary (-10.5%), Hoover Middle (-13.9%), Muir Elementary (-14.9%), and Rivera Elementary (-10.1%).

The following MCSD schools were noted to have the VERY HIGH (RED) status for Chronic Absenteeism (CA): NONE

The following MCSD schools were noted to have the VERY HIGH (YELLOW) status for Chronic Absenteeism (CA):
Reyes Elementary; Wright Elementary; Stowell Elementary; Franklin Elementary; Fremont Elementary; Muir Elementary; Gracey Elementary; Sheehy Elementary; Rivera Elementary; Rivera Middle; and, Tenaya Middle.

The following MCSD schools were noted to have the HIGH (YELLOW) status for Chronic Absenteeism (CA):
Cruickshank Middle; Givens Elementary; Peterson Elementary; Chenoweth Elementary; Hoover Middle; Stefani Elementary; and, Burbank Elementary.

The following MCSD student groups, district-wide, identified with the VERY HIGH(RED) status for CA: NONE

The following MCSD student groups, by site, were identified with the VERY HIGH (RED) status by indicator for CA:

Cruickshank Middle: Two or More Races and Students with Disabilities (SWD); Hoover Middle: Black/African American; Peterson Elementary: English Learner; Rivera Elementary: Black/African American; Rivera Middle: White; Tenaya Middle: Long-Term English Learners; and, Wright Elementary: English Learners.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Chronic Absenteeism Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:
Overall State CA Average:
18.6% Chronically Absent, YELLOW, DECLINED -5.7%

Foster Youth State CA Avg:
30.5% CA Average, YELLOW, DECLINED -3.5%

Homeless State Average:
32.7% CA Average, YELLOW, DECLINED -6%

Long-Term English Learners State Average:
23.9% CA Average, YELLOW, DECLINED -4.3%

Students with Disabilities
26.3% CA Average, YELLOW, DECLINED -6.8%

Suspension Rate

The Suspension Rate measure shows the percentage of students who were suspended at least one time during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others. Note: A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension.

4.8% of our students in grades TK-8 during the 2023-24 School Year were suspended at least once - which INCREASED two-tenths percent (+0.2%) from the year prior, which designates MCSD as ORANGE, or HIGH Category, for Suspension Rates.

Three (3) subgroups of MCSD students were suspended at VERY HIGH (RED) rates than the year prior: Foster Youth (+2.5%), Long-Term English Learners (+1.9%), and Students with Disabilities (0.5%).

Six (6) subgroups were suspended at VERY HIGH or HIGH rates but improved from the year prior than the prior year and designated ORANGE: Black/African American (-0.9%), Filipino (+3.3%), Hispanic (+0.1%), Two or More Races (+1.4), Socio-Economically Disadvantaged (+0.2%), and White (+1.5%).

Two (2) subgroups were suspended at HIGH rates but were suspended less than the year prior were designated YELLOW: English Learners (-0.4%) and Homeless (-2.9%).

Two (2) subgroups were suspended at LOW rates and designated as GREEN: American Indian (-6.9%) and Asian (-0.7%).

Seven (7) MCSD sites DECREASED their Suspension Rates: Franklin Elementary (-0.5%), Gracey Elementary (-1.2%), Hoover Middle (-0.8%), Peterson Elementary (-0.9%), Sheehy Elementary (-3.8%), Stowell Elementary (-0.3%), Tenaya Middle (-0.7%), and Reyes Elementary (0.3%).

The following MCSD schools were noted to have the VERY HIGH (RED) status for Suspension Rates:
Community Day; and, Rivera Middle.

The following MCSD schools were noted to have the HIGH (RED) status for Suspension Rates:
Burbank Elementary.

The following MCSD schools were noted to have the HIGH (ORANGE) status for Suspension Rates:
Wright Elementary; Cruickshank Middle; and; Stefani Elementary.

The following MCSD schools were noted to have the MEDIUM (ORANGE) status for Suspension Rates:
Fremont Elementary; Givens Elementary; Reyes Elementary; and, Chenoweth Elementary.

The following MCSD student groups, district-wide, identified with the HIGHEST (RED) status for Suspension Rates: Foster Youth, Long-Term English Learners, and Students with Disabilities.

The following MCSD student groups, by site, identified with the HIGHEST (RED) status by indicator for Suspension Rates:
Burbank Elementary: All Students, Hispanic, & Socio-Economically Disadvantaged (SED); Cruickshank Middle: Students with Disabilities (SWD); Fremont Elementary: Hispanic & SED; Givens Elementary: SWD; Hoover Middle: English Learners (EL), SWD, and Long-Term English Learners (LTEL); Muir Elementary: Black/African American;
Reyes Elementary: EL, & SWD; Rivera Middle: All Students, Black/African American, SED, Two or More Races, & White; Stefani Elementary: Black/African American, & SWD; Tenaya Middle: LTEL; and, Wright Elementary: EL, & SWD.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Suspension Rate Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

REFERENCE POINTS:

Overall State SUS Average:
3.2% SUS at least one day LOW (GREEN), DECLINED -0.3%

F/Y State SUS Avg:
13.2% SUS at least one day HIGH (ORANGE), DECLINED -0.4%

Homeless State SUS Avg:
5.7% SUS at least one day, MEDIUM (YELLOW), DECLINED -0.8%

Students with Disabilities State SUS Avg:
5.4% SUS at least one day, MEDIUM (YELLOW), DECLINED -0.5%

Long-Term English Learners State SUS Avg:
8.1% SUS at least on day, HIGH (ORANGE), DECLINED -0.9%.

2023 CALIFORNIA SCHOOL DASHBOARD RESULTS, AS PER CALIFORNIA DEPARTMENT OF EDUCATION REQUIREMENT TO SERVE AS EVIDENCE OF THE FIRST OF A THREE-YEAR LCAP CYCLE:

ENGLISH-LANGUAGE ARTS
3rd through 8th-grade students who took the Language Arts California Assessment of Student Performance and Progress, or CASSPP, during the 2022-23 School Year Declined by an average of 4.6 points - which designates us in an Orange, or Low Category, for English Language Arts.
3 subgroups of MCSD students performed at very low rates compared to the year prior: African American (-5 points); English Learners (-4.3 points); and Foster Youth declined by (-9 points), were designated Red.
6 subgroups performed at low rates compared to the prior year and designated Orange: Asian (-3 points), Hispanic (-4.6 points), Socioeconomically Disadvantaged (-3.6 points), and White (-6.1 points). Students with Disabilities and Homeless students, while increasing (5 and 14 points, respectively) were performing at low rates.

The Two or More Races subgroup was categorized as Yellow as they maintained an average Increase of 5.4 points. Filipino students who took the CAASPP in the Spring of 2023 are performing at high levels as they increased an average of 6.7 points - categorizing them as Green.

The following schools were noted to have the lowest status for English Language Arts (ELA): Sheehy, Wright, Muir, and Stowell.

The following student groups, district-wide, identified with the lowest status for ELA: English Learners, Foster Youth, and African American.

The following student groups, by site, identified with the lowest status by indicator for ELA: Chenoweth, Students with Disabilities; Cruickshank, English Learners and Students with Disabilities; Fremont, English Learners and Hispanic; Givens, English Learners and

Socioeconomically Disadvantaged; Gracey, English Learners; Hoover, English Learners and Students with Disabilities; Muir, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Peterson, Students with Disabilities; Reyes, Hispanic; Rivera Middle, English Learners; Sheehy, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Stefani, Students with Disabilities; Stowell, English Learners, Hispanic, Socioeconomically Disadvantaged; Tenaya, English Learners and Students with Disabilities; Wright, English Learners, Hispanic and Socioeconomically Disadvantaged.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's English Language Arts Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

MATHEMATICS
3rd through 8th-grade students who took the Mathematics California Assessment of Student Performance and Progress, or CASSPP, during the 2022-23 School Year Maintained by an average of 1.6 points - which designates MCSD in an Orange, or Low Category, for Mathematics

2 subgroups of MCSD students performed at very low rates compared to the year prior: African American (-1.8 points); and Foster Youth declined by (-2.5 points), were designated Red.

7 subgroups performed at low rates compared to the prior year and designated Orange: Asian and Filipino declined (-4.5 points and -2 points); however the other 5 subgroups within Orange increased their average scores: Hispanic (+2.8 points); English Learners (+3.2 points); White (+0.3 points); Students with Disabilities and Homeless students increased significantly, (+10 and +31.5 points, respectively) were still performing at low rates.

Two or More Races and Socioeconomically Disadvantaged subgroups were categorized as Yellow as they Maintained an average increase of 14.8 points and 3.4 points.

Filipino students who took the CAASPP in the Spring of 2023 are performing at high levels as they increased an average of 6.7 points - categorizing them as Green.

The following schools had the lowest Mathematics status: Rivera Middle, Stowell, and Tenaya.

The following student groups, district-wide, identified with the lowest status for Math: Foster Youth, and African American.

The following student groups, by site, identified with the lowest status by indicator for Mathematics: Chenoweth, Students with Disabilities; Cruickshank, Socioeconomically Disadvantaged; Fremont, Hispanic; Givens, English Learners; Muir, Students with Disabilities; Peterson, Students with Disabilities; Rivera Elementary, English Learners, Students with Disabilities, and African American; Rivera Middle, English Learners, Hispanic and Socioeconomically Disadvantaged; Sheehy, English Learners, Students with Disabilities; Stefani, English Learners; Stowell, English Learners, Hispanic, Socioeconomically Disadvantaged; Tenaya, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Wright, Hispanic and English Learners.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Mathematics Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

ENGLISH LEARNER PERFORMANCE INDICATOR
Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress measure looks at the progress that English Learner students are making toward achieving English proficiency. Each spring, English learner students take the Summative Assessment, which measures how well they know and understand English. Results from the ELPAC are used to calculate the English Learner Progress measure.

We are pleased to report that our English Learners in grades Kindergarten through 8th grade continue to make progress on the annual English Language Proficiency Assessments for California, or ELPAC. 49%, or an increase of 3.9% compared to the year prior, of our ELs make progress through the levels of EL status and are designated as Green. While 15.6% of our students declined a level, 35% of English Learners maintained their current level, 4% maintained level 4, the highest level of EL status before being reclassified, and 48.1% of EL students progressed at least one level. English Learner Proficiency Indicator. To expand on our success, 13 of our sites showed year-to-year improvement by increasing the percentage of students growing from one level to another.

The following schools had the lowest ELPI status: Burbank Elementary.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's English Learner Progress Indicator, MCSD has developed the following Goals and Actions: 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

CHRONIC ABSENTEEISM
The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Chronically absent students miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district. 30.1% of our students in grades TK-8 during the 2022-23 school year missed 10% or more of the school year - which Declined Significantly by 11.2% from the year prior, which designates us in a Yellow, or Very High Category, for Chronic Absenteeism Rates.

1 subgroup of MCSD students was absent at a higher rate than the year prior: Students who were experiencing Homelessness increased chronic absenteeism by 9.8% and were categorized by Red.

2 subgroups of MCSD students missed a high level of school: American Indian and Filipino students declined their rates by 19.2 and 6.8% compared to the year prior, but as a group, missed a significant amount of school.

9 other subgroups missed a significant amount of school, but declined their chronic absenteeism rates from the prior year and were categorized as Yellow- Maintaining their status: African American (-6.2%); Asian (-8.4%); English Learners (-14%); Foster Youth (-13.6%); Hispanic (-11.8%); Two or More Races (-11.4%); Socioeconomically Disadvantaged (-12.4%); Students with Disabilities (-13.7%); and White (-11.6%).

ALL MCSD schools decreased the Chronic Absenteeism rates. Notably, Peterson, Reyes, and Stefani decreased their rate by over 20%.

The following schools were noted to have the lowest status for Chronic Absenteeism (CA): Rivera Elementary and Wright

The following student groups, district-wide, identified with the lowest status for CA: Homeless

The following student groups, by site, identified with the lowest status by indicator for CA: Chenoweth, African American; Fremont, African American and Two or More Races; Hoover, Students with Disabilities; Rivera Elementary, Hispanic and White; Stowell, English Learners; Wright, Hispanic.

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Chronic Absenteeism Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

SUSPENSION RATE
The Suspension Rate measure shows the percentage of students who were suspended at least one time during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others. Note: A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension.

4.6% of our students in grades TK-8 during the 2022-23 School Year were suspended at least once - which Increased half a percent from the year prior, which designates us in an Orange, or High Category, for Suspension Rates.

4 subgroups of MCSD students were suspended at very high rates than the year prior: African American (+1%); American Indian (+7%);

Homeless (+1%), and Foster Youth actually declined by (-0.2), but were still suspended at higher rates and designated Red.

7 subgroups were suspended at higher rates than the prior year and designated Orange: Asian (+0.3%), English Learners (+1.3%), Hispanic (+0.6), Two or More Races (+1.2%), Socioeconomically Disadvantaged (+0.6%), White (-0.1), and Students with Disabilities, while decreasing -1%, were still considered to be suspended at high rates.

We also see that Filipino students were suspended less than the previous year, a decrease of 4%, which categorizes them in a Blue Category, or Very Low.

Nine MCSD sites decreased their Suspension Rates: Burbank, Chenoweth, Cruickshank, Franklin, Fremont, Givens, Reyes, Rivera Elementary, and Tenaya.

The following schools were noted to have the lowest status for Suspension Rates: Hoover, Rivera Middle, Sheehy, and Stowell.

The following student groups, district-wide, identified with the lowest status for Suspension Rates: Foster Youth, Homeless, American Indian, and African American.

The following student groups, by site, identified with the lowest status by indicator for Suspension Rates: Cruickshank, English Learners and African American; Gracey, English Learners; Hoover, English Learners, Hispanic, Socioeconomically Disadvantaged, African American, and Students with Disabilities; Rivera Middle, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and African American; Sheehy, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Stefani, White and African American; Stowell, English Learners, Hispanic, Socioeconomically Disadvantaged;

To meet the identified needs of the schools and/or subgroups, as indicated by Very Low (Red) status on the California School Dashboard's Suspension Rate Indicator, MCSD has developed the following Goals and Actions: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1-4.7

2025-2026 LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
MCSD plans on using $5,333,568 of Learning Recovery Emergency Block Grant (LREBG) funds to provide services to our students. MCSD leverages existing assessments and the California School Dashboard to provide the data that serves as the Needs Assessment protocol for this funding.
To improve Academic Performance, MCSD intends to use $4,304,109 to retain eighteen (18) Intervention Teachers and eighteen (18) Intervention Instructional Assistants at all of MCSD's 18 comprehensive school sites. MCSD District Progress Assessments completed in March of 2025 indicate that 40% of third through eighth grade students are two or more years below standard, and 26% of those same students are one year below standard. More directly, 66% of MCSD third through eighth-grade students are not at grade level. This LREBG Action correlates with existing MCSD LCAP Goal 1, Action 2.
To improve engagement and conditions and climate on campus, MCSD used the 2024 California School Dashboard, which indicates that MCSD suspends at a High rate (Orange), or 4.8% of its TK-8 grade students at least once. In terms of Chronic Absenteeism, the 2024 California School Dashboard revealed that 21.8% of MCSD students miss 10% or more of school. Therefore, MCSD will take a multi-faceted approach to meet student needs that includes using $637,046 to retain four (4) Board Certified Behavior Analysts (correlates to existing MCSD LCAP Goal 2, Action 1) to ensure students' behavioral needs are identified and met with a specific plan for improvement to reduce suspensions and improve daily attendance. MCSD will contract with a vendor to provide supplemental, clinically-based mental health supports (correlates to existing MCSD LCAP Goal 2, Action 1) for students to meet their mental health needs so that they are ready to learn, everyday. This will increase daily attendance and reduce suspensions. The contract will not exceed $60,000. Finally, MCSD will use $332,413 to fund four (4) campus security liaisons (correlates to existing MCSD LCAP Goal 2, Action 2) that will improve safety conditions on campus. These staff will reassure students, staff, and parents and will improve average daily attendance and promote positive behavior, reducing suspension rates.

2026-2027 LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
MCSD plans on using the remaining $4,320,095 of Learning Recovery Emergency Block Grant (LREBG) funds to provide services to our students. MCSD leverages existing assessments and the California School Dashboard to provide the data that serves as the Needs Assessment protocol for this funding.
To improve Academic Performance, MCSD intends to use $4,295,095 to retain eighteen (16) Intervention Teachers and eighteen (18) Intervention Instructional Assistants at nearly all of MCSD's 18 comprehensive school sites. $25,000 has been reserved for instructional aide substitutes. MCSD District Progress Assessments completed in March of 2026 indicate that 34% of Kindergarten through eighth grade students are two or more years below standard, and 33% of those same students are one year below standard. More directly, 67% of MCSD third through eighth-grade students are not at grade level. This LREBG Action correlates with existing MCSD LCAP Goal 1, Action 2.

Reflections: Technical Assistance

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

Merced County Office of Education notified Merced City School District (MCSD) that it qualifies for Direct Technical Assistance (DTA) and general technical assistance under the Local Control Funding Formula (LCFF). This determination was based on a multi-year and county-wide review of the California School Dashboard, which revealed persistent performance challenges across multiple student groups. Specifically, the student groups meeting the criteria for assistance and their respective eligibility or performance indicators include:

Foster Youth: Identified for eligibility from the prior three dashboards, though not specifically identified in 2025.
Homeless: Identified under Priority 4 (Student Achievement), Priority 5 (Student Engagement), and Priority 6 (School Climate) for English Language Arts & Math, Chronic Absenteeism, and Suspension.
Students with Disabilities: Identified under Priority 5 (Student Engagement) and Priority 6 (School Climate) for Chronic Absenteeism and Suspension.
African American: Identified under Priority 4 (Student Achievement), Priority 5 (Student Engagement), and Priority 6 (School Climate) for English Language Arts & Math, Chronic Absenteeism, and Suspension.
Long-Term English Learners: Identified under Priority 4 (Student Achievement) and Priority 5 (Student Engagement) for the English Learner Progress Indicator and Chronic Absenteeism.
Socioeconomically Disadvantaged: Identified under Priority 5 (Student Engagement) and Priority 6 (School Climate) for Chronic Absenteeism and Suspension.
White: Identified under Priority 5 (Student Engagement) and Priority 6 (School Climate) for Chronic Absenteeism and Suspension.

To address these systemic challenges, the County Office of Education (COE) and the California Collaborative for Educational Excellence (CCEE) launched a collaborative, improvement-oriented engagement with the district. This process will involve comprehensive data and systems analysis, empathy interviews to elevate student voice, and the development of a coordinated support plan targeting 2–3 system-level focus areas to improve student outcomes.

During the 2025-2026 school year, MCSD met with the Merced County Office of Education to reflect on areas needing improvement as it pertained to improving outcomes for English Learners. The team met five (5) times to reflect on the California School Dashboard data and timely district data to identify potential root causes for low performance. The team identified that systemic structures, such as the

redesignation process, may impede student reclassification. The team, with the partnership of the MCSD DELAC, adjusted assessment cut-scores accordingly.
MCSD had previously conducted empathy interviews of approximately 8 MCSD Long-Term English Learners as part of the process to learn more about their underperformance. Results indicated that students may need more direct explanation of how to become reclassified, as well as their current ELPAC levels. MCSD also studied trends of suspensions across its campuses and found a link between newer site administrators and high suspension rates. Finally, the team reviewed the statistics and hypothesized that MCSD may want to explore alternate programming that supports SWD goals when they cannot attend school. Regardless, Goal 4 continues to capture the needs of the student groups identified as needing support through the technical assistance process. Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7 are related to the work underway as part of technical assistance.

Merced City School District Administration led site-based administration through root-cause analysis throughout the 2025-26 school year, which focused on root cause analysis regarding why specific student groups face high rates of chronic absenteeism and disciplinary actions. The analysis identified several systemic factors: unengaging or culturally disconnected school environments leave students feeling alienated, while punitive rather than restorative practices push vulnerable student populations out of the classroom. Additionally, a distinct lack of targeted academic and behavioral interventions prevents staff from catching and supporting students before their issues escalate.

The consequences of these systemic gaps are broken down into immediate and long-term impacts:
Academic Detriment: Disproportionate exclusion from the classroom naturally widens learning gaps, particularly in foundational areas like English Language Arts (ELA) and math.
Compounded Absenteeism: When students experience hostile or unsupportive environments, their alienation increases, creating a cycle that drives chronic absenteeism rates even higher.
Widening Inequity: These combined forces ultimately deepen the disparities in student success, pushing vulnerable groups further behind.

MCSD administration focused on data for suspensions, average daily attendance, and chronic absenteeism throughout the year. Progress monitoring was developed into weekly cycles, and published documentation of the results was made available, both internally and externally. School sites were able to develop systems to review the data, develop improvement activities such as family engagement nights, celebrations of success, and routine meetings or opportunities for families of students showing need.

The following sites are eligible for ATSI, or ATSI:
Cruickshank Middle School: ATSI: Students with Disabilities: Eligibility Criterion 1: Chronic Absenteeism, Suspension Rates, English, Language Arts, and Mathematics

Joe Stefani Elementary School: ATSI: Black/African-American: Eligibility Criterion 1: Suspension Rates

Herbert Hoover Middle School: ATSI: Black/African-American: Eligibility Criterion 1: Suspension Rates

Alicia Reyes Elementary School: TSI: Students with Disabilities: Eligibility Criterion 2: Chronic Absenteeism

Ada Givens Elementary School: TSI: Students with Disabilities: Eligibility Criterion 2: Chronic Absenteeism

Community Day School: TSI: Socioeconomically Disadvantaged: Eligibility Criterion 2: Suspension Rates

John Muir: TSI: Black African-American: Eligibility Criterion 1: Chronic Absenteeism & Suspension Rates

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.

MCSD did not have a school site eligible 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.

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

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
California School Employees Association (CSEA) #530	These partners were engaged on the following dates: September 16, 2025; September 30, 2025; February 6, 2026; February 9, 2026; March 24, 2026; and April 28, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City Teachers Association (MCTA)	These partners were engaged on the following dates: September 17, 2025; January 20, 2026; March 24, 2026; and April 28, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced Black Parallel School Board (MBPSB)	These partners were engaged on the following dates: September 16, 2025; January 20, 2026; March 24, 2025; and April 22, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Local Accountability Plan Parent Advisory Committtee (MCSD LCAP PAC)	These partners were engaged on the following dates: September 17, 2025; November 19, 2025; January 21, 2026; March 18, 2026; and April 1, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District - District English Learner Advisory Committee (MCSD DELAC)	These partners were engaged on the following dates: September 5, 2024; October 8, 2024; November 5, 2024; January 14, 2025; April

Educational Partner(s)	Process for Engagement
	15, 2025; and May 13, 2025. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Cabinet	These partners were engaged on the following dates: August 20, 2025; September 3, 2025; October 1, 2025; November 5, 2025; December 12, 2025; January 28, 2026; February 28, 2026; March 25, 206; April 24, 2026; May 27, 2026; and June 10, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Principal's Council	These partners were engaged on the following dates: September 10, 2025; October 8, 2026; November 12, 2025; January 7, 2026; February 11, 2026; March 4, 2026; April 15, 2026; and May 6, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Assistant Principal/Learning Director's Council	These partners were engaged on the following dates: September 17, 2025; October 15, 2025; November 19, 2025; December 10, 2025; January 14, 2026; February 25, 2026; March 11, 2026; April 1, 2026; and May 13, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Black/African American Advisory Council	These partners were engaged on the following dates: November 4, 2025; January 21, 2026; and April 22, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Foster Youth & Homeless Advisory Council (Lowest Performing Students)	These partners were engaged on the following dates: November 4, 2025; January 21, 2026; and April 22, 2026. During the meetings, the partners were able to review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced City School District Local Control Accountability Community Forums (MCSD LCAP Community Forums)	These partners were engaged on the following dates: October 1, 2025 and March 5, 2026. During the meetings, the partners were able to

Educational Partner(s)	Process for Engagement
	review current LCAP actions with their corresponding data points, provide feedback and input, and ask any clarifying questions.
Merced County Office of Education: Special Education Consultation	This partner was engaged on May 29, 2026. MCOE Special Education was able to identify that MCSD utilizes inclusive practices as evidenced through its LCAP Goals and Actions.
Community Day School Staff	The staff of Community Day School were engaged in August 2025 and May 2026 to gather input regarding the Equity Multiplier goal, metrics, and actions.
Merced City School District LCAP Surveys: Teachers & Staff	The LCAP Surveys were made available to teachers and staff during the 2025-26 school year.
Merced City School District LCAP Surveys: Students	The LCAP Surveys were made available to students during the 2025-26 school year.
MCSD Coffee with the Superintendent	The broader MCSD community was invited to have Coffee with the Superintendent on the following dates: September 16, 2025 and January 22, 2026. During the meetings, the partners were able to provide feedback and input, and ask any clarifying questions.
MCSD Town Hall Meetings	The broader MCSD community was invited to meet at Town Hall events on the following dates: September 25, 2025 and November 13, 2026. During the meetings, the partners were able to provide feedback and input, and ask any clarifying questions.
Expanded Learning Opportunities Program (ELOP) Forum	The broader MCSD community was invited to learn about the ELO Programming across the district on the following dates: September 16, 2025; Octiber 9, 2025; November 20, 2025; December 16, 2025; January 15, 2026; February 12, 2026; March 12, 2026; April 30, 2026; May 28, 2026; and June 11, 2026.

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

Merced City School District's Educational Partners offered feedback as follows:

California School Employees (CSEA) #530:

- Maintain staffing, inclusive of new Campus Security Liaison positions (Goal 1, Actions 1,2,3,6; Goal 2, Actions 1-4, Goal 3, Actions 1-3)
- Provide staff training (Goal 1, Action 8)
- Provide extra time for cafeteria staff for preparing snacks for afterschool programming (Goal 1, Action 7)

Merced City Teachers Association (MCTA):

- Maintain staffing, inclusive of counselors and Teacher Librarian positions (Goal 1, Actions 1,2,3,6; Goal 2, Actions 1-4)
- Continue staff development (Goal 1, Action 8)
- Complete and implement Literacy plan (Goal 1, Action 1 & 2)
- Identify impactful student supports to improve social-emotional health and on-campus behaviors (Goal 2, Actions 1-4).

Merced Black Parallel School Board (MBPSB):

- Hire diverse staff to provide focused support for Black/African American families and their students (Goal 4, Action 1)
- Provide High-Quality Tier 1 instruction, inclusive of personalized instruction (Goal 1, Action 1)
- Strong support for Goal 4 Actions (Goal 4)
- Personalized Instruction (Goal 4)
- Hire and onboard a community engagement specialist (Goal 4)
- Improve food options in the cafeteria (no supporting action in the LCAP)
- Optimize IXL in-class help to fast-track learning for African American students (Goal 1)
- Promote available transportation to off-site community services (Goal 1)
- Formalize Restorative Justice as a first-step disciplinary tool in elementary schools to curb bullying. (Goal 2)
- Train staff on new bullying protocols to prevent victims from retaliating and hold bullies accountable via Restorative Justice. (Goal 2)
- Implement empathy-focused professional development to improve teacher-student dynamics. (Goal 2)

Merced City School District Local Accountability Plan Parent Advisory Committee (MCSD LCAP PAC):

- Ensure StopIt! is well-known on school campuses (Goal 2)
- Make school more accessible to parents & families - community service opportunities? (Goal 3)
- Provide seasonal parent opportunities to collaborate (Goal 3, Actions 1-3)
- Provide School Site Councils with regular and recurring agenda items to support district-wide collaboration (Goal 3, Action 3)

Merced City School District - District English Learner Advisory Committee (MCSD DELAC):

- Provide targeted tutorials at school sites across the district for more time to learn (Goal 1, Action 6)

Merced City School District Cabinet:

- Goal 1, Actions 1-3 are most important to our district (Goal 1, Actions 1-3)

Merced City School District Principal's/Assistant Principal/Learning Director Council:

- Provide Campus Security Liaisons (Goal 2)
- Provide Professional Development opportunities for all staff (Goal 1, Action 8)

Merced City School District Black/African American Advisory Council:

- Provide tutoring services using community/elite services (Goal 1, Action 6)
- Continue implementation of current MCSD LCAP Goal 4 Actions (Goal 4)

Merced City School District Foster Youth & Homeless Advisory Council:

- Provide materials, supplies, and supplemental services (Goal 1, Action 5)
- Ensure students are connected to the site (Goal 2)
- Ensure that the staff assigned are knowledgeable about the student's status with updates (Goal 3)

Merced County Office of Education - Special Education Local Plan Area (SELPA) Consult

- Ensure all students are considered in every Goal and Action (Goal 1-5)

Merced City School District LCAP Community Forums

- Increased staffing for counseling, BCBAs, and social workers, along with specialized autism programs (Goal 2);
- Importance of parent involvement, parenting classes, and addressing basic student needs (Goal 3);
- To prevent burnout, incorporating more enjoyable activities is recommended (Goal 1 & 2);
- Academic support, especially for EL students, and exposure to global skills are also necessary (Goal 1);
- Ensuring physical health and providing after-school activities are important (Goal 1 & 2);
- Collaboration among stakeholders to create a supportive and motivating environment (Goal 3);
- Flexible learning approaches, modernized teaching methods, smaller class sizes, and the inclusion of special needs students (Goal 1);
- More intervention teachers, aides, and school psychologists are needed (Goal 1);
- Integrating arts, sports, and outdoor activities, providing breakfast in class, and offering before-school programs (Goal 2); and,
- Enhancing teacher planning time, addressing bullying, and promoting dual language immersion are also noted, all pointing towards creating a supportive, engaging, and inclusive environment for student success (Goal 1 & 2)
- Improved playgrounds pertaining to watering and drainage (No action in the LCAP)
- Support to access online platforms (Goal 3)
- Ensuring students feel connected to the school site - specifically pertaining to the 6th grade transitioning to the middle school campuses (Goal 2)
- Ensuring students can still attend Jack L. Boyd Outdoor School (no action in the LCAP)

During the LCAP Forums, participants were also asked about programming funded by the Learning Recovery Emergency Block Grant (LREBG). A summary of the responses is as follows:

- Utilizing "Conscious Discipline" approaches and studying the impact of PBIS systems (Goal 2);
- Providing more mental health resources, including counselors, specialists, and wellness centers (Goal 2);
- Improved reading and literacy support, specifically programs like "Read Naturally" and "READ 180" (Goal 1);
- Ensuring adequate staffing, including intervention teachers, aides, and support personnel (Goal 1); and,
- Providing high-impact tutoring, extended learning opportunities, addressing bullying, and providing training for teachers (Goals 1 & 2).
- Look for paths to connect our students to higher learning - Merced College and UC Merced, specifically (Goal 1)

Community Day School Staff

- Provide social-emotional supports (Goal 5)
- Provide family engagement opportunities (Goal 5)
- Incorporate an attendance plan (Goal 5)

MCSD Coffee with the Superintendent
- Special Education Placement, Middle School Electives, Staff Support & Training, and Technology & Learning (Goal 1)
- Student Safety, Behavior and Attendance, and School Environment & Resources (Goal 2)
- District Communication, Community & Parent Involvement (Goal 3)

MCSD Town Hall Meetings
- Boundary Change Concerns (Goal 2)
- Library Support: Librarians at all MCSD Sites & books (Goal 1)
- Mental Health Supports (Goal 2)
- Technology in the Classroom (Goals 1 & 2)
- Safe Ingress & Egress from MCSD Sites - Safety (Goal 2)
- Air Quality in the Classrooms (Goals 1 & 2)
- Staff Training to support diverse campuses and classrooms (Goals 1-4)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the percentage of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum (GVC), reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school and/or identifying college and career aspirations.	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.

This goal was developed in response to state Priorities 1, 2, 4, 5, and 7 to ensure students are served by: (a) appropriately assigned and fully credentialed teachers who deliver state-adopted academic content including Designated and Integreated ELD; (b) state-aligned instructional materials and facilities in good repair; (c) assessments for academic progress utilzing state-approved metrics including the English Language Proficiency Assessment for California (ELPAC), California Assessment for Student Performance and Progress (CAASPP) and local measures; and, (d) programming that meets unique, special, and unduplicated student needs.

DPA data indicates approximately two-thirds of MCSD students are performing below grade level in both reading and mathematics. Students benefit from a well-designed Guaranteed and Viable Curriculum (GVC) from knowledgeable, culturally competent staff, who understand student needs and can differentiate instruction to serve all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: English Language Arts Indicator	2023 California School Dashboard Results	2024 California School Dashboard Results	2025 California School Dashboard Results	By 2026-2027, MCSD students will increase their	All Students: Improvement of 9.6 points from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 50.3 points below standard Students with Disabilities: 128.8 points below standard English Learner Students: 86.4 points below standard African-American Students: 84.4 points below standard Socioeconomically Disadvantaged Students: 61.3 points below standard Foster Youth Students: 87.8 points below standard Homeless Students: 95.6 points below standard	All Students: 45.7 points below standard. Improvement of 4.6 points from baseline, or 36.5% progress towards goal. Students with Disabilities: 132.1 points below standard English Learner Students: 80.6 points below standard Long-Term English Learners: 112 points below standard African-American Students: 80.5 points below standard Socioeconomically Disadvantaged Students: 54.3 points below standard	All Students: 40.7 points below standard. Improvement of 9.6 points from baseline, or 76% progress towards goal. (Yellow Indicator) Students with Disabilities: 121.8 points below standard (Orange Indicator) English Learner Students: 75.3 points below standard (Orange Indicator) Long-Term English Learners: 108.4 points below standard (Orange Indicator) African-American Students: 81.7 points below standard (Red Indicator)	CAASPP English Language Arts average scores by 25%.	baseline, or 76% progress towards goal. Students with Disabilities: Improvement of 7 points from baseline, or 22% progress towards goal. English Learner Students: Improvement of 11.1 points from baseline, or 51% progress towards goal. African American Students: Improvement of 2.7 points from baseline, or 12.5% progress towards goal. Socioeconomically Disadvantaged Students: Improvement of 10.9 points from baseline, or 71% progress towards goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth Students: 92.3 points below standard Homeless Students: 94.6 points below standard	Socioeconomically Disadvantaged Students: 50.4 points below standard (Yellow Indicator) Foster Youth Students: 63.5 points below standard (Yellow Indicator) Homeless Students: 118.5 points below standard (Red Indicator)		Foster Youth: Improvement of 24.3 points from baseline, or 110% progress towards goal. Homeless Students: Decline of -22.9 points from baseline, or -96% progress towards goal.
1.2	California School Dashboard: Mathematics Indicator	2023 California School Dashboard Results All Students: 82.9 points below standard Students with Disabilities: 159.5 points below standard English Learner Students: 112.4 points below standard African-American Students 129.6 points below standard	2024 California School Dashboard Results All Students: 82.1 points below standard Improvement of 0.8 points from baseline, or 3.8% progress towards goal. Students with Disabilities: 155.7 points below standard	2025 California School Dashboard Results All Students: 78.1 points below standard Improvement of 4.8 points from baseline, or 23.2% progress towards goal. (Yellow Indicator) Students with Disabilities: 152.2 points below standard	By 2026-2027, MCSD students will increase their CAASPP Mathematics average scores by 25%.	All Students: Improvement of 4.8 points from baseline, or 23.2% progress towards goal. Students with Disabilities: Improvement of 7.7 points from baseline, or 19% progress towards goal. English Learner Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Students 92.9 points below standard Foster Youth Students 126.3 points below standard Homeless Students 124.8 points below standard	English Learner Students: 111.9 points below standard Long-Term English Learners: 175.5 points below standard African-American Students: 123 points below standard Socioeconomically Disadvantaged Students: 90.9 points below standard Foster Youth Students: 113 points below standard Homeless Students: 122.9 points below standard	(Orange Indicator) English Learner Students: 106.4 points below standard (Orange Indicator) Long-Term English Learners: 163.2 points below standard (Orange Indicator) African-American Students: 121.4 points below standard (Red Indicator) Socioeconomically Disadvantaged Students: 87.7 points below standard (Yellow Indicator) Foster Youth Students: 88.9 points below standard (Yellow Indicator) Homeless Students:		Improvement of 6 points from baseline, or 21% progress towards goal. African American Students: Improvement of 8 points from baseline, or 25% progress towards goal. Socioeconomically Disadvantaged Students: Improvement of 5.2 points from baseline, or 22% progress towards goal. Foster Youth: Improvement of 37.4 points from baseline, or 118% progress towards goal. Homeless Students: Decline of -19.9points from baseline, or -64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				144.7 points below standard (Red Indicator)		progress towards goal.
1.3	California School Dashboard: English Learner Progress Indicator	2023 California School Dashboard Results MCSD English Learner Students: 49% Making Progress	2024 California School Dashboard Results MCSD English Learner Students: 49.7% Making Progress Long-Term English Learner Students: 58.6% Making Progress	2025 California School Dashboard Results MCSD English Learner Students: 44.3% Making Progress (Orange Indicator) Long-Term English Learner Students: 44.1% Making Progress (Red Indicator)	By 2026-2027, 60% of MCSD English Learner students will make progress towards English proficiency.	English Learners: Decline of 4.7% from baseline. Long-Term English Learners: Decline of 14.5% from baseline (established in 2024).
1.4	California Science Test (CAST)	16.02% of MCSD 5th and 8th grade students met or exceeded standards on the 2022-23 CAST. *NOTE: CDE began reporting "Distance from Standard" on the 2024 California School Dashboard. In the previous year, 2023, CDE only reported the percentage of students who met or exceeded standards on the 2022-23 administration of the CAST.	2024 California School Dashboard Results MCSD 5th and 8th Grade Students: 20.8 points below standard	**NEW BASELINE** 2025 California School Dashboard Results MCSD 5th and 8th Grade Students: 44.8 Science Points (Orange Indicator) Students with Disabilities: 31.3 Science Points (Red Indicator)	By 2026-2027, 25% of MCSD 5th and 8th grade students will increase their CAST average scores by 25%.	Not applicable. *NOTE: CDE began reporting "Distance from Standard" on the 2024 California School Dashboard. In the previous year, 2023, CDE only reported the percentage of students who met or exceeded standards on the 2022-23 administration of the CAST.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English Learner Students: 37.9 Science Points (Orange Indicator) Long-Term English Learners: 29.6 Science Points (Red Indicator) African-American Students: 38.7 Science Points (Yellow Indicator) Socioeconomically Disadvantaged Students: 42.7 Science Points (Orange Indicator) Foster Youth Students: 88.9 points below standard (Yellow Indicator) Homeless Students: 36.9 Science Points (Yellow Indicator)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The 2025 CA School Dashboard is the first year that the CDE is reporting Status & Change which provides the following Indicators: Very Low (Red); Low (Orange); Medium (Yellow); High (Green); and, Very High (Blue). With that, CDE began reporting "Science Points" as opposed to "Points Below Standard" as it had in the previous CA School Dashboards. MCSD updated it's Desired Outcome for 2026-2027 to reflect similar language to that of the ELA and Mathematics Performance Indicators. MCSD will begin reporting its Lowest		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Performing Student Data for the CAST.		
1.5	District Progress Assessment: Reading	Reading DPA III, 2023-24 Overall 40% On or Above Grade-level English Learner Students 20% On or Above Grade-level Students with Disabilities 14% On or Above Grade-level African-American Students 32% On or Above Grade-level Foster Youth Students 28% On or Above Grade-level Socioeconomically Disadvantaged 38% On or Above Grade Level *Homeless Students % On or Above Grade-level *not reported on DPA	**NEW BASELINE** Reading DPA II, 2024-25 Overall: 36% On or Above Grade-level English Learner Students: 12% On or Above Grade-level Students with Disabilities: 10% On or Above Grade-level African-American Students: 30% On or Above Grade-level Foster Youth Students: 29% On or Above Grade-level Socioeconomically Disadvantaged Students:	Reading DPA II, 2025-26 Overall: 33% On or Above Grade-level English Learner Students: 12% On or Above Grade-level Students with Disabilities: 10% On or Above Grade-level African-American Students: 27% On or Above Grade-level Foster Youth Students: 16% On or Above Grade-level Socioeconomically Disadvantaged Students: 30% On or Above Grade Level	By 2026-2027, 65% of MCSD students will be On or Above Grade-Level on the Reading DPA.	**NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times. 2024-25 will be the new baseline** Overall: Decline of 3%. 32% away from goal. English Learner Students: No Change. 53% away from goal. Students with Disabilities: No Change African-American Students: Decline of 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			32% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.	*Homeless Students: % On or Above Grade-level *not reported on DPA		Foster Youth Students: Decline of 13%. Socioeconomically Disadvantaged Students: Decline of 2%. *Homeless Students: % On or Above Grade-level *not reported on DPA
1.6	District Progress Assessment: Mathematics	Math DPA III, 2023-24 Overall 33% On or Above Grade-level English Learner Students 19% On or Above Grade-level Students with Disabilities 14% On or Above Grade-level	Math DPA II, 2024-25 Overall: 24% On or Above Grade-level English Learner Students: 11% On or Above Grade-level Students with Disabilities:	Math DPA II, 2025-26 Overall: 22% On or Above Grade-level English Learner Students: 8% On or Above Grade-level Students with Disabilities:	By 2026-2027, 60% of MCSD students will be On or Above Grade-Level on the Mathematics DPA.	**NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times. 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African-American Students 24% On or Above Grade-level Foster Youth Students 29% On or Above Grade-level Socioeconomically Disadvantaged 31% On or Above Grade Level *Homeless Students % On or Above Grade-level *not reported on DPA	8% On or Above Grade-level African-American Students: 17% On or Above Grade-level Foster Youth Students: 19% On or Above Grade-level Socioeconomically Disadvantaged Students: 20% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA	22% On or Above Grade-level African-American Students: 15% On or Above Grade-level Foster Youth Students: 11% On or Above Grade-level Socioeconomically Disadvantaged Students: 17% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA		will be the new baseline** Overall: Decline of 2%. 38% away from goal. English Learner Students: Decline of 3%. 52% away from goal. Students with Disabilities: Increase of 14%. 38% away from goal. African-American Students: Decline of 2%. 45% away from goal. Foster Youth Students: Decline of 8%. 49% away from goal. Socioeconomically Disadvantaged Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decline of 3%. 43% away from goal. *Homeless Students: % On or Above Grade-level *not reported on DPA
1.7	Williams Act Report: Student Access to Standards Aligned Materials	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2023-24	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2024-25	100% of students have access to standards-aligned materials as measured by board resolution of materials. 2024-25	100% of students have access to standards-aligned materials as measured by board resolution of materials.	Metric Goal Met.
1.8	Student Access to Required Course of Study: Master Schedule	All Students: 100% Exceptional Needs Students: 100% 2023-24	All Students: 100% Exceptional Needs Students: 100% 2024-25	All Students: 100% Exceptional Needs Students: 100% 2025-26	By 2026-2027, 100% of all MCSD students, including those with exceptional needs, will have access to the required course of study.	Metric Goal Met.
1.9	English Learner Reclassification Rate	EL reclassification rate of 8%, or 172/1,912 - as of 5/30/24	15.6%, or 302/1,940 of the eligible English Learners were reclassified in 2024-25.	11.6%, or 196/1,692 of the eligible English Learners were reclassified in 2025-26.	By 2026-2027, MCSD will reclassify 35% of its English Learners.	3.6% higher than baseline, but 23.4% from goal.
1.10	California Department of Education Teaching Assignment Monitoring	93.4% of teachers are appropriately assigned and fully credentialed in	93.4% of teachers are appropriately assigned and fully	**UPDATED METRIC**	By 2026-2027 MCSD will ensure 100% of teachers	CDE has not updated the TAMO since 2022-23 per

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Outcomes (TAMO) by Full-Time Equivalent	the subject area and for pupils taught. as of 2022-23 (the TAMO has not been updated as of 8/9/25).	credentialed in the subject area and for pupils taught. 2022-23	89.5% of MCSD's Teachers are Fully Credentialed. Reference Points: 82.9% of Merced County Teachers are Fully Credentialed 82.5% of California Teachers are Fully Credentialed The 2025 CA School Dashboard added a new Indicator that measures the percentage of appropriately assigned teachers. More specifically, the percentage of Full-Time Equivalent (FTE) teachers who are Fully Credentialed. MCSD will update this metric annually. 2025-26	are appropriately assigned and fully credentialed in the subject area and for pupils they teach.	verification on 8/9/2025.
1.11	Research-based teacher efficacy surveys of efficacy and implementation of academic content and	Local Survey Data: Teachers' ability to determine pre-existing	Local Survey Data: 86.12% of teachers responding to a	67.6% of teachers that took part in an ELPAC professional development	By 2026-2027, 100% of MCSD teachers will report that they are (A) well informed with	Not applicable: **NOTE: The survey question was revised in the Spring of 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance standards, and ELD standards adopted by the State Board of Education in all courses, for all students, including English Learners.	knowledge and skills: 85% Teachers' efficacy with Integrated ELD: 61% 2023-24 **NOTE: The survey question was revised in the Spring of 2025.	local survey report that they are (A) well informed with expertise, or (B) generally informed and prepared with English Learner Strategies 2024-25	reported that they were "Ready to Apply their Learning Right Away". 2025-26	expertise, or (B) generally informed and prepared with English Learner Strategies.	
1.12	Targeted Programs and Services	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2023-24	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2024-25	100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules. 2025-26	By 2026-2027 100% of MCSD unduplicated and students with exceptional needs have access to targeted programs and services as evidenced through MCSD Master Schedules.	Metric Goal 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.

Overall, MCSD made progress on all of Goal 1's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD Literacy Committee continues the work to support the alignment and coherence of our offerings in our literacy program, professional development, and/or assessment plan. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and/or substitute teacher availability.

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.

Material differences exist for the following actions: 1.1: related to salary/benefit fluctuations from year to year; 1.2: related to use of other one-time funds; 1.7: related to unrealized contracts and capital projects; 1.8: related to overbudgeted item per the MCSD replacement cycle for technology; 1.10: related to roll-over Title 3 funds; 1.11: related to salary/benefits & transportation costs.

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

The District found that the following actions were effective based on the following metrics:
1.1:
Multi-Tiered Systems of Supports (MTSS) align all systems of high-quality first instruction, support, and intervention and include structures for building, changing, and sustaining systems. The foundational structures of MTSS include high-quality core
instruction using Universal Design for Learning (UDL) principles and appropriate supports, strategies, and accommodations. In addition, assessment processes and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making. The goal of Tier 1 is for all students to receive high-quality, standards-aligned instruction, using culturally and linguistically supportive and responsive teaching that meets the full range of student needs. Tier 1 instruction should result in no less than 80 percent of students achieving grade-level expectations.

Universal Design for Learning (UDL) training was provided to all TK-8th-grade teachers as first-year awareness. The training focused on the use of multiple means of representation for learning. This, and the continual use of structured reading based on the Science of Reading to enhance Tier I instruction, proved to improve outcomes for students. Additionally, MCSD offered several voluntary professional learning opportunities for instructional staff:
Getting Reading Right: Middle School Teachers. Based on the Science of Reading, it focuses on helping teachers understand the Simple View of Reading and offers drill-downs focused on the strands of Scarborough's Reading Rope so they can provide quality, Tier 1, evidence-based reading instruction.

The District implemented instructional walkthroughs and rounds to increase collaborations around research-based Tier I instructional strategies. In addition, the District implemented four (4) cycles of continuous improvement that centered around common formative assessments (CFAs). The CFAs, along with additional data points, provided increased opportunities for teachers to identify students and differentiate instruction accordingly.

MCSD employs 213 TK-3rd-grade teachers in order to meet class size goals.

MCSD also began its partnership with the Center for Model Schools in the 2025-26 school year. Our partnership with the Center for Model Schools focuses on building leadership capacity and fostering sustainable institutional growth to improve student outcomes. Through data-driven strategies and the evidence-based 5Essentials® Framework, our administrators and educators receive targeted leadership coaching and professional learning to cultivate a rigorous, supportive school culture. This collaboration directly supports our LCAP goals by equipping school leaders with the actionable tools necessary to drive continuous academic improvement and equitable success for all students.

1.2:
MCSD employs 21 Intervention Teachers and 18 Intervention Aides.

Teacher librarians provided access to instructional materials. Instructional materials are provided for Tier I, Tier II, and Tier III instruction. Supplemental materials such as UFLI, SIPPS, Read 180, and others provide enhancements to the Tier I offerings.

Intervention teachers utilized Response to Intervention (RtI) best practices when identifying and designing small group instruction for students who did not grasp the standards when delivered during Tier I instruction. Intervention teacher progress monitor utilizing UFLI, SIPPS, and CORE materials.

Currently at MCSD's Community Day School (CDS), the teacher-to-student ratio is 1 teacher to 9 students.

In order to ensure that our students with the highest needs are receiving the services they may need, MCSD developed its Student Champion program. A champion for students is a supportive, caring adult who helps guide and encourage young learners. They help students build confidence in their abilities. A Champion’s role is to offer positive feedback, assist with academic challenges, and teach important life skills like communication, teamwork, and problem-solving. They serve as a role model, offering a safe space for students to ask questions, express themselves, and grow both academically and personally.
MCSD strives to provide priority enrollment to our Black/African American students, students experiencing homelessness, and students in Foster care to our supplemental & supportive programs. Priority, targeted enrollment opportunities include direct phone calls, flyers that are mailed directly to the home, and ParentSquare messages.

MCSD currently has 17 State Preschool Classrooms, 1 Inclusion classroom, and 2 SDC Preschool Classrooms. We have 21 Preschool Teachers, a Board Certified Behavior Analyst (BCBA), 3 Support Teachers, and 53 Instructional Aides. For the 25-26 school year, the MCSD Preschool served 524 students who ranged in age from 2 to 5 years old. Our program served 60 students with IEP/IFSPs in our general education preschool classrooms and our Inclusion classroom. Our team piloted the new Desired Results Developmental Profile 2025, and students showed tremendous growth in Preschool Learning Foundations. Our focused goal for the DRDP was in the area of Social Emotional Development. We made growth in moving students up on the continuum, and 45% of our students mastered the skills in this domain, which represent desired outcomes for a 5-year-old. We offered 12 interactive family engagement opportunities, either in the classroom and/or program-wide events that related to the Preschool Learning Foundations. We strive to build strong relationships with families and support them in their child’s development and educational journey.

MCSD Administers the following assessments to monitor student achievement:
Initial ELPAC
ELPAC
CFAs/Interim Assessments
ELPAC
Science
ELA
Math

CAASPP
iReady DPA
WPT
Acadiance
California Physical Fitness Test (PFT)
MCSD TK Assessment
DRDP
GATE Assessment

1.3:
MCSD updated Board Policy with respect to highly qualified teachers and Provisional Intern Permits and established a Board Resolution to support the transition of master teachers in Kindergarten positions with preschool-aged students to the Transitional Kindergarten opportunities under the California Department of Education guidelines. The District has a robust recruitment cycle that brings a plethora of potential future staff. The District intentionally crafts recruitment videos to reflect the diversity of our staff. There are partnerships between the District and local universities to support the student teacher learning journeys that expose possible candidates to the positive culture of the District that encourages them to seek positions in open vacancies. The class ratios and class sizes are guided by collective bargaining agreements, and the District strives to maintain a ratio that promotes safety in our classrooms and also yields opportunities to maximize engagement for our students in Tier 1 environments. Professional learning is supported with programs that offer a pathway where our teachers can obtain a Master's Degree with an emphasis in literacy. There are many programs of professional learning and professional development offered in the District, county, and outside agencies. Thirty-six (36) highly qualified new teachers were hired.

1.4:
The MCSD STEAM Center Program was recognized by the UC Merced Community Engagement Center and awarded the Community Partner Impact Award for our partnership with UCM College Corps and the development of future community leaders. We have three years of partnership during which we have mentored 25 young adults, who in turn have each served 350+ hours at the STEAM Center.

Field trips to the MCSD STEAM Center were conducted for all students in grades 1, 3, 5, and 7. These trips incorporate Science, Technology, Engineering, Arts, and Mathematics while students seek to answer an essential question through exploration and investigation of hands-on activities. 1,253 third-grade students explored why modern organisms resemble organisms that are extinct organisms by going through four stations that build conceptual understanding behind natural selection. These activities include examining the causes behind an endangered species (California Condors), exploring the Smithsonian Museum of Natural History, evaluating fossil evidence and shared traits in the dinosaur/bird families, and artistically representing variation of traits by sculpting dogs out of clay. On the second day, students play the "Survival Games" to define how the environment influences the traits in a population. 1,065 first-grade students learned about the properties of light and sound as forms of energy and communication to help them solve a problem: how to contact kids in a neighboring home to come out and play, without leaving their own yard or using cell phones. Students were introduced to the engineering design process; they built and tested two communication devices using the properties of light and sound, which they then took home to utilize. Through the work of the field trips, we were able to involve 525 family members as chaperones.

Additionally, students in grades 4-8 had the opportunity to participate in the Science and Engineering Fair. Schools sent their top projects to the District Science & Engineering Fair, which took place on January 29th. The SEF is an opportunity for students to pursue inquiry, engage in scientific dialogue, and develop their critical thinking skills. Eighty-eight students from 14 schools competed. Eight community members volunteered their day as judges for the fair. We partnered with the Mercy Medical Foundation for a third year in a row to provide an experiential prize to first-place winners. Four MCSD projects were placed at the county Science and Engineering Fair. Of those, three advanced to the California SEF. One project earned first place at CSEF and an additional award and will be progressing to the next level of competition.

Seven MCSD schools ran after-school clubs called Technovation Girls Challenge, in which students learn computer science and programming skills to design an app or AI solution to a problem. The STEAM Center supported and celebrated the work and accomplishments of the teachers and students involved, and is looking to expand the opportunity within our district in the upcoming year.

MCSD Site LEGO Leaders to integrate LEGO Education sets into classroom lessons, through which students can learn coding, robotics, and social-emotional skills through play. The LEGO Leads will present professional development to colleagues at Miniversity in June and July of 2026. MCSD collaborated with MCOE coordinators to provide relevant professional development to middle school science teachers, and has a continued plan to support science teacher professional development in the upcoming year.

Finally, students from all schools present a display at the annual STEAM Festival showing the use of Science, Technology, Engineering, Arts, and Mathematics in their learning throughout the school year. The STEAM Festival, a free community event, took place on Thursday, May 21st, and is expected to draw 600+ attendees.

Middle School Art teachers (4) serve 7th and 8th-grade students, providing a variety of visual arts lessons throughout the year. Students participated in a variety of art shows and contests and had a display at the annual Spotlight event in April 2025, viewed by over 1,600 attendees and performers.
Three (3) Elementary Music teachers serve fourth through sixth graders at every elementary school. Fourth graders receive two lessons on recorders per month. Four classes performed at the annual Spotlight event. Students in 5th and 6th grade are invited to join the Elementary Band and have two lessons per week. Students receive beginning lessons in flute, clarinet, saxophone, trumpet, trombone, and percussion.

Middle School Music teachers (4) lead beginning and advanced band and also oversee color guard performances. Students perform in many concerts and performances throughout the year, including Spotlight.

Middle School Technology teachers (4) lead a variety of lessons and experiences in career exploration, coding, robotics, and personal computing. Beginning and advanced classes are available based on student experience.

The middle school Art, Technology, and AVID (Advancement Via Individual Determination) teachers are participating in the WE will! Grant to support college and career exploration and readiness to prepare them for Career Tech Education (CTE) Pathways that are available in high school. The goal of the WE will! The Grant team is that our middle school students would be fully prepared to select a pathway that will enable them to graduate from high school with a certification and college units aligned with their pathway.

1.5:
Merced City School District sent approximately 90 teachers, counselors, site and district administrators to the 2025 AVID Summer Institute for training in July of 2025.

AVID Site Leads support and lead the college and career focus at each of our elementary and middle schools. Site Leads provide a variety of professional development around best practices to support AVID strategies that are implemented in grade/age-appropriate manners in every school.

AVID (Advancement Via Individual Determination) supports school sites by fostering a "college-going culture" that bridges the gap between potential and opportunity for students in the academic middle. By implementing research-based strategies like WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), AVID shifts the instructional focus from rote memorization to critical thinking and self-advocacy. On a systemic level, it provides a consistent framework for professional development, encouraging teachers across all disciplines to adopt high-engagement techniques that benefit the entire student body, not just those enrolled in the elective. This collective impact reduces the achievement gap by normalizing rigorous coursework, improving organizational skills through tools like the AVID binder, and creating a supportive community where underserved students feel empowered to pursue post-secondary education.
Examples of AVID Activity/Experiences:
AVID Electives at our Middle Schools
AVID staff trainings by AVID Site Leads
AVID Certification and goal setting completed by the AVID Site Team
College and Career Days
AVID Family Nights
Field trips to various Colleges and Universities
Presentations by Community and Industry Leaders
CTE pathway and elective experiences offered through a partnership with MUHSD

1.6:
Professional Development was provided to support Tier 1 (Core) instruction as well as Tier 2 (Intervention) support in the areas of Mathematics and Literacy. A variety of vendors for supplemental resources facilitates professional learning to support ongoing use of the supplemental resources to meet unique student needs. Additionally, site-based professional development was provided for Math and literacy. Finally, district staff provides ongoing support of district literacy efforts. Professional learning offerings include but are not limited to, the following:
Professional Development: Sessions Registered
Mini-versity: 1,138
Online Elementary Reading Academy (OERA): 8
Discover Education: 23
PTKLF: 136
Handwriting Without Tears: 120
iReady: 66
IXL: 129

Literacy K-8 Support: 81
Math K-8 Support: 87
Music K-2 Support: 98
Science 7-8 Support: 24
Renaissance (Myon): 206
NWEA MAP Growth PILOT: 39
SIPPS Challenge INITIAL: 25
SIPPS ONGOING SUPPORT: 150
Keyboarding Without Tears: 31
Buy Back Day: 524

1.7:
MCSD strives to provide support to positively impact student achievement. Support services for students are designed to help them succeed both academically and socially. These services often include academic tutoring, and programs to enhance social skills. Additionally, we offer after-school programs. The goal is to provide a nurturing environment that supports the overall growth and well-being of young students. To date, MCSD has established the following supports:
M.A.R.S. after-school program - 557 students enrolled
Bali Tutoring - 325 students enrolled
Mathnasium - 96 students enrolled between Fremont and Wright elementary schools
Treehouse Tutoring - 64 students enrolled between Reyes and Sheehy elementary schools
Harvest Park Educational Center - 39 students enrolled at Muir Elementary
Playhouse Merced - Average 25 students per site
Kids Discovery Center- 336 students per intersession
Kids Discovery on the Go! - Rotation through 13 MARS schools for after-school enrichment
Boys & Girls Club of Merced - 50 Students per intersession, totaling 132 students total
Merced County Arts Council ARTREE - Average 20 students per site, 985 total students
Students with Aspiring Goals (SWAG) - 544 students participated
CREATE - 144 students participated
Improve Your Tomorrow - 53 students participated
Love, Faith, Hope - 13 students participated
Woodworking (led by MCSD Teacher on Special Assignment) - 203
School Yard Rap - 53 participated
Twisters Volleyball - 180 participated
UC Merced Bobcat Summer Academy - 44
City of Merced Parks & Recreation - 184 participated
Merced College for Kids - 41 participated.
Family Literacy Program - Average 15 adult students per session
MCSD Summer Academy 2025 - 1,200 students enrolled (May 2026)
Latino Literacy Project - 15 adult students

1.8:
Six application technicians support 19 schools and Clark Preschool. We support about 12,000 student devices (iPads and Chromebooks) and 370 charging carts. There are three specialists and four dedicated technicians who support technology systems, computers, laptops, network infrastructure, and other technology needs. From July 1 2025, 14,695 tickets have been completed for technology services.

1.9:
Mentors are provided to all beginning teachers. There are three types of mentors and beginning teachers: TIP (Teacher Induction Program), Interns, and Permit Holders (PIP, STSP, and ETK). Mentors provide a variety of support and professional development support such as attending mentoring events with candidates, monitoring and supporting completion of all requirements, including weekly time, professional development hours, and observations. TIP mentors also assist with the completion of ILPs (Individual Learning Plans) and submitting files on behalf of the student. Also refer to action 1.6.

1.10:
The district serves 1650 English Learner (EL) students, 800 Reclassified Fluent English Proficient (RFEP) students, and 168 Initially Fluent English Proficient (IFEP) students.

The District ensures that all school sites provide a daily, protected Designated English Language Development (D-ELD) instructional block in each site's master schedule. School sites work closely with grade-level teams to regularly monitor English Learner progress and ensure students are appropriately placed in ELD based on current data and instructional needs. Implementation of D-ELD is documented and monitored through the quarterly R-1 Compliance Form, which captures scheduling, instructional minutes, and program fidelity across all sites. In addition, the Multilingual Coordinator, in collaboration with site administrative teams, will conduct ELD walkthroughs from January through March to observe instructional practices, provide feedback, and support continuous improvement in the delivery of high-quality Designated ELD instruction districtwide.
The District has established and maintains a District English Learner Advisory Committee (DELAC) and ensures that each school site establishes and maintains an English Learner Advisory Committee (ELAC). This school year, the District launched its DELAC work with a DELAC Summit, bringing together ELAC representatives from all sites to build a shared understanding of their role in supporting the academic success of English Learners. This convening marked the beginning of a new cycle of DELAC meetings for the year, with DELAC scheduled to meet five times. Throughout the year, DELAC members collaborate with district staff to provide input on the development and review of the District Master Plan for English Learner programs and services, ensuring alignment with site-level plans. DELAC reviews site and district data to identify student and family needs, informs districtwide goals and program decisions for English Learners, and provides feedback on teacher and instructional aide requirements to support high-quality instruction. Additionally, DELAC reviews and offers input on reclassification criteria and processes, as well as parent and guardian notifications, strengthening communication and ensuring meaningful family engagement across the district.

The District has established and maintains a comprehensive English Learner (EL) Master Plan that outlines the key components of a well-run English Learner program, including program models, enrollment and placement procedures, and reclassification criteria. The EL Master Plan is intentionally revisited and reviewed each year to ensure alignment with current legislation, student needs, and district priorities. Through the ongoing collaboration and input of district administrators, teachers, and parent advisory groups, the Master Plan has undergone

thoughtful revisions and updates over the past several years. Most recently, updates included revisions to the reclassification process for dually identified students to incorporate the Alternate ELPAC, an increased emphasis on appropriate testing accommodations, and, when applicable, the use of Exemption of Domains during assessment administration. In response to program growth, the EL Master Plan was also updated last year to include the Dual Language Immersion (DLI) program as a new language offering, open to kindergarten students in the 2025–2026 school year. During the current school year, district leadership, instructional staff, and parent partners are engaged in reviewing and refining the Master Plan to reflect emerging initiatives, including the introduction of World Language offerings at the middle school level, the planned expansion of the DLI program, and potential revisions to local assessment criteria within the reclassification process.

The District has identified all pre-Long Term English Learners (pLTEL) and Long Term English Learners (LTEL) and continues to ensure targeted supports are provided to support progress toward English fluency. Currently, the District serves 403 LTEL students and 307 PLTEL students. To strengthen identification and monitoring efforts, the District collaborated closely with the Information Technology Department to implement specific coding within the student information system. This allows school site teams to easily identify pLTEL and LTEL students, closely monitor their academic and language development, and make informed instructional decisions. In addition, LTEL students have been intentionally included in the District's Champions Staff/Student Mentoring Program, providing them with increased adult connection, academic guidance, and encouragement. These combined efforts support a more coordinated, data-informed approach to meeting the unique needs of pLTEL and LTEL students and advancing progress toward English language proficiency.

1.11:
Students are provided with more options for special education service delivery with the addition of this new class. Parents and students have been very happy with having this option to meet the growing needs of some of our most at-promise students. With a lower student-to-adult ratio, students are being provided with intensive interventions related to their disabilities.
A recently-added Intensive Needs Class or Moderate to Severe Special Day Class continued to provide for eligible students. This was in response to the county regional program not having the space available for our students who need such a program. The class is staffed with a teacher and two instructional aides and follows the same curriculum as our county partners. We have been able to provide much more coordinated support for students, families, and staff related to all things special education by assigning both coordinators between the District quadrants, preschool, and CDS. They have been instrumental in covering special education plan meetings, providing professional development, and meeting with families who may have more complicated special education concerns.
MCSD supports our students with disabilities with the following staff:
SDC Teachers: 29
SDC Aides: 31
Psychologist: 16; +4 (interns)
RSP Teachers: 31
RSP Aides: 30
SLP's: 19 (2 are virtual)
SLPA: 1
Sped Students: 1,379 (Eligible)

Throughout the 2025-26 school year, special education teachers were able to take part in professional development opportunities during the "Winter Buy-Back" days, as well as the annual Summer Mini-versity on top of the "Quarterly Quadrant Meetings". Staff were able to learn

more about SEIS, review discipline and attendance data, Extended School Year, and Home Hospital. Psychologists were able to provide EHRMS services per students' IEP. MCSD Special Education staff also were able to take part in "Handwriting without Tears" professional development, as well. MCSD made Expanded Learning Opportunities Programs (ELOP) available to students with disabilities, as well. MCSD District staff is studying adding parent classes that can help support challenging behaviors in the home and community via community supports.

1.12:
This year, we held 28 PBIS collaborations, ranging from district leadership meetings, site leadership meetings, PBIS work days for both elementary and middle schools, specialist workshops, PBIS-focused professional development trainings, and transportation meetings. We have 8 BCBAs. Currently, we have 379 students on the BCBA caseload.

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.

MCSD will incorporate Universal Design for Learning (UDL) practices into its classrooms. There will be a significant investment of time and resources to ensure all MCSD staff are knowledgeable and proficient in ensuring the staff create outstanding conditions for learning. MCSD also continues to refocus its assessment plan and calendar in order to provide timely input on student progress throughout the school year. In addition, MCSD is focusing more attention on fewer software applications (apps) in efforts to bring alignment and coherence across the district. Based on its last master agreement with its bargaining partner, Merced City Teacher's Association (MCTA), class size for grades TK will remain 20:1, but K-3 increases to 28:1. Finally, MCSD middle school music teachers will have seven (7) sections of music at their respective sites, while each middle school will add three (3) sections of a World Language: Spanish, to its campuses.
Many of the actions described in goal 1 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction	Staff ensure all students receive access to equitable and productive learning experiences and promote academic achievement through a multi-tiered system of support (MTSS). The system, which addresses the needs of all students TK-8, consists of high-quality first instruction (Tier 1) and data-driven practices. The District will continue to support student-to-teacher ratios of 20:1 for TK, and 28-to-1 in grades K-3. However, MCSD	$79,632,302.00	No

Action #	Title	Description	Total Funds	Contributing
		will strive to the extent possible to maintain a district average of 24:1 for grades K-3 to better address student achievement.		
1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	Staff provide identified students strategic interventions and supports to provide access, accelerate learning, and close the achievement gap through the MTSS model. The District will maintain low student-to-teacher ratios in the Community Day School (CDS) and Site Day School (SDS) programs that provide a challenging curriculum and individual attention to student learning, development of social-emotional skills, and student self-esteem and resilience. The District provides Learning Directors to monitor the implementation of strategic and intensive intervention supports, and services to English Learners, socio-economically disadvantaged students, Foster Youth, students with Individualized Education Plans (IEPs), learning and behavior plans, Black/African American students, and/or students struggling in core academic areas. The District provides staff to coordinate and deliver targeted intervention services for students who are performing two grade levels or below in local and State indicators. Staff ensure all students with disabilities have equitable access to the support and resources necessary to promote academic achievement in alignment with IEP goals. The District provides Instructional Aides to support small group instruction, ELD, and individualized support within the general education setting. The District provides Teacher Librarians and Library Media Assistants to support 21st Century Learning environments, assist classroom teachers with literacy instruction, promote site-based literacy campaigns, and maintain high-quality libraries.	$23,922,612.00	No

Action #	Title	Description	Total Funds	Contributing
		The District continues implementing a high-quality pre-kindergarten program for all income-eligible students, including students with an individualized education plan. The District sustains a balanced assessment system of summative, interim, and formative tools to monitor student progress and inform instruction. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) ACTION: Providing intervention teachers in California elementary school districts is strongly supported by research demonstrating the effectiveness of targeted, individualized instruction for students struggling to meet academic standards. Studies, such as those highlighted by the National Center on Intensive Intervention (NCII), show that specialized intervention delivered by trained professionals significantly improves outcomes for students with learning difficulties, preventing achievement gaps from widening. This focused support addresses specific academic deficits, ensuring that all students have the opportunity to succeed and aligning with the district's commitment to equitable educational practices. The District provides intervention teachers and instructional assistants to support small group instruction and targeted support in core academic areas. Metrics to monitor effectiveness will include, but not be limited to: CAASPP - ELA; CAASPP - Mathematics; CAST; Summative ELPAC; District Progress Assessment (DPA) - Reading; and/or, DPA - Mathematics. $4,295,095		

Action #	Title	Description	Total Funds	Contributing
1.3	Retaining High-Quality Staff	The highly qualified and trained staff ensures that all TK-8 grade students receive a learning experience that is accessible, equitable, and productive. Student learning is addressed through a Multi-tiered System of Supports (MTSS), which encompasses high-quality first instruction, targeted supports, and data-driven practices. The District aims to provide this experience through class size ratios (grades TK-3), professional learning, providing safe and secure environments, and recruitment efforts that attract and retain high-quality staff. Staff is provided to instruct, support, secure, upkeep, and maintain both comprehensive and supplemental learning programs and sites. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$0.00	No
1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	The District continues to focus on STEAM (Science, Technology, Engineering, the Arts, and Mathematics), including the provision of 21st Century Learning Environments and Maker/Innovation Spaces to support student inquiry, dialogue, and critical thinking skills. The District maintains middle school and elementary band/music programs, career and technical education opportunities, and learning excursions. Under the leadership of a Science Coordinator, the future of MCSD's STEAM program will be continually re-envisioned and refined. The District continues to invest in maker spaces and learning hubs to support STEAM activities. Identified Need:	$3,690,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
1.5	District-Wide Achievement Via Individual Determination (AVID)	The District maintains and deepens the implementation of a District-wide AVID program at all elementary and middle schools to prepare students, including English Learners, unduplicated, and students with disabilities, for high school and college success.	$216,792.00	No
1.6	Teacher Resources	The District equips staff with district-approved supplemental resources, professional development, and targeted instructional materials to provide all students including English Learners, socio-economically disadvantaged, students in Foster Care, and students with disabilities high-quality first instruction. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$467,533.00	Yes
1.7	Expanded Learning Opportunities	The District implements an expanded learning opportunity program and when possible, provides transportation to support students of color and other at-promise students who will benefit from personal relationships that inspire and encourage their academic and personal success.	$32,915,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District continues partnerships with external academic and behavioral support programs to support all students through tutoring services and family support in their primary language. The District supports extended day and summer programming, including Extended Year programs for students with disabilities. The District will continue to support Categorical Programs Offices and Special Projects through site-based Categorical support staff. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
1.8	Technology	The District maintains high-quality technology resources, infrastructure, and staff to ensure all students have equitable access to 21st-century learning opportunities. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$5,657,345.00	Yes
1.9	Professional Development	The District provides professional learning in the areas of academics (literacy and numeracy), language acquisition, instructional design, data-	$2,608,276.00	Yes

Action #	Title	Description	Total Funds	Contributing
		driven practices, behavior response, and safety. Professional learning is provided to classified and certificated staff, as well as administrators. The District leverages both internal and external partners to ensure that it provides quality professional learning that addresses the needs of all students, with a focus on improving outcomes for Black/African American students, English Learners, Foster Youth, students experiencing homelessness, and students with disabilities. The District contracts with research experts in the field of diversity, equity, and inclusion to conduct formal needs assessments and subsequently construct a comprehensive plan to address systemic inequities and provide training to staff inclusive of implicit bias and culturally and linguistically responsive teaching to reduce systemic inequities based on culture or language that impede access to academic achievement. The District identifies and visits model programs/schools in which Black/African American students are performing at the same levels as other student groups to replicate best practices in MCSD to reduce the achievement gap for Black/African American students. The District provides mentor teachers to all interns and teachers in the Teacher Induction Program. Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
1.10	English Learners	The District will ensure a daily, protected Designated English Language Development (D-ELD) time is included in each site's daily instructional schedule.	$229,419.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will ensure faculty who teach D-ELD are properly credentialed. The District will establish and maintain a District English Learner Advisory Committee (DELAC) and ensure each school site establishes and maintains an English Learner Advisory Committee (ELAC). The District will establish and maintain an English Learner Master Plan which includes the specific aspects of a well-run English learner program including, but not limited to: English learner programs, reclassification procedures, and/or enrollment processes. The District will offer all English learners more time to learn through opportunities such as extended day, summer academy, and/or through third-party partnerships. The District will identify all pre-Long Term English Learners (pLTEL) and all Long Term English Learners and ensure supports are offered in order to meet English fluency standards. DLI The District will launch the Dual Language Immersion (DLI) program at Don Stowell Elementary beginning Fall 2025. This program will support bilingualism, biliteracy, academic achievement, and cross-cultural competencies, grounded in research-based best practices and aligned to California's Common Core and World Language Standards.		
1.11	Special Education	Staff ensure all students with disabilities have equitable access to the support and resources necessary to promote academic achievement in alignment with IEP goals.	$18,725,115.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to state Priorities 5 and 6. Students deserve to learn in clean, caring, 21st-century indoor and outdoor learning environments where they feel they belong. According to MCSD's 2023 administration of the Califonia Healthy Kids Survey, 69% of fifth-grade, 66% of sixth-grade, 51% of seventh-grade, and 49% of eighth-grade students reported a sense of safety and belonging. The actions in this goal support the development of the whole child (e.g. PBIS services and supports, student wellness, mental health, and engagement in sports and music).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism Rate	2023 California School Dashboard Results All Students: 30.1 % Chronic Absenteeism Rate Black/African American: 47.9% chronically absent, 269/562 students	2024 California School Dashboard Results All Students: 21.8% Chronic Absenteeism Rate Black/African American: 38.6% chronically absent, 236/612 students	2025 California School Dashboard Results All Students: 23.2% Chronic Absenteeism Rate Black/African American: 43.6% chronically absent, 267/612 students (Red Indicator)	By 2026-2027 less than 10% of MCSD students will be chronically absent.	All Students: 6.9% less students Chronically Absent. 13.2% more than goal. Black/African American: 4.3% less students Chronically Absent Foster Youth:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 30.7% chronically absent, 58/189 students Homeless: 72.3% chronically absent, 120/166 students 2022-23	Foster Youth: 26.9% chronically absent, 49/182 students Homeless: 50.9% chronically absent, 141/277 students Students with Disabilities: 31% chronically absent, 457/1,474 students *baseline year Long-Term English Learners: 21.2% chronically absent, 67/316 students *baseline year 2023-24	Foster Youth: 24% chronically absent, 44/183 students (Orange Indicator) Homeless: 63% chronically absent, 111/181 students (Red Indicator) Students with Disabilities: 34% chronically absent, 561/1,651 students (Red Indicator) Long-Term English Learners: 24.1% chronically absent, 78/324 students (Red Indicator) 2024-25		6.7% less students Chronically Absent Homeless: 9.3% less students Chronically Absent Students with Disabilities: 3% more students Chronically Absent Long-Term English Learners: 2.9% more students Chronically Absent
2.2	California School Dashboard: Suspension Rate	2023 California School Dashboard Results All Students: 4.6% Suspension Rate Black/African American: 12.4% suspended at least one day, 73/590 students	2024 California School Dashboard Results All Students: 4.8% Suspension Rate Black/African American:	2025 California School Dashboard Results All Students: 5.9% Suspension Rate Black/African American:	By 2026-2027 less than 2.5% of MCSD students will be suspended at least once.	All Students: 1.3% more students suspended. 3.4% more than goal. Black/African American:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 12.3% suspended at least one day, 26/211 students Homeless: 8.5% suspended at least one day, 15/176 students 2022-23	11.5% suspended at least one day, 75/651 students Foster Youth: 14.8% suspended at least one day, 31/209 students Homeless: 5.6% suspended at least one day, 17/305 students *Students with Disabilities: 6.6% suspended at least one day, 100/1,516 students *baseline year *Long-Term English Learners: 15.4% suspended at least one day, 50/324 students *baseline year 2023-24	14.9% suspended at least one day, 95/643 students (Red Indicator) Foster Youth: 9.1% suspended at least one day, 20/220 students (Yellow Indicator) Homeless: 12.4% suspended at least one day, 24/194 students (Red Indicator) Students with Disabilities: 8% suspended at least one day, 136/1,699 students (Red Indicator) Long-Term English Learners: 12.2% suspended at least one day, 41/336 students		2.5% more students suspended. Foster Youth: 3.2% less students suspended. Homeless: 3.9% more students suspended. Students with Disabilities: 1.4% more students suspended. Long-Term English Learners: 3.2% less students suspended.
2.3	DataQuest: Attendance Rate	Average Daily Attendance: 92.57 Excused Absences: 61%	Average Daily Attendance: 92.59% (as reported by the Student Information	Average Daily Attendance: % (as reported by the Student Information System (SIS) in June 2026)	By 2026-2027 MCSD reasons for absences will improve: Average Daily Attendance: 95%	MCSD has improved 0.83% from baseline - 1.6% away from the goal of 95% ADA.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unexcused Absences: 37% Out-of-School Suspension Absences: 1% Incomplete Independent Studies Absences: 0.001% 2022-23	System (SIS) in April 2025) *DataQuest will not update until Fall 2025** Excused Absences: 55.7% Unexcused Absences: 42.2% Out-of-School Suspension Absences: 1.4% Incomplete Independent Studies Absences: 0.7% 2023-24	*DataQuest will not update until Fall 2026** Average Daily Attendance: 93.4% (SIS) 2025-26	Excused Absences: 71% Unexcused Absences: 27% Out-of-School Suspension Absences: 0.5% Incomplete Independent Studies Absences: 0.001%	
2.4	DataQuest: Expulsion Rate	6/11,664 students or 0.0005% Expulsion Rate 2023-24	5/11,180 or <0.01% Expulsion Rate 2024-25	8/11,977 or <0.01% Expulsion Rate 2025-26	By 2026-2027 MCSD will have improved services so that no students are expelled.	MCSD is on a trajectory to have a 0.0005% Expulsion Rate.
2.5	Williams Act: Facilities Inspection Tool	100% of schools rated as Facilities in Good Repair 2023-24	100% of schools rated as Facilities in Good Repair 2024-25	100% of schools rated as Facilities in Good Repair 2025-26	By 2026-2027 100% of MCSD school facilities will be rated as in Good Repair.	Metric Goal Met.
2.6	California Healthy Kids Survey: Percent of students reporting their sense of safety and belonging at the school	Safety: Fifth-grade; 69% Sixth-grade; 66% Seventh-grade; 51% Eighth-grade; 49%	Safety: Any indication of 'Yes': Fifth-grade; 95% Sixth-grade; 93%	Merced City School District paused the annual California Healthy Kids Survey to	By 2026-2027 MCSD California Healthy Kids Survey will report students:	MCSD students have revelaed a similar sense of belonging from the baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: Fifth-grade; 68% Sixth-grade; 62% Seventh-grade; 50% Eighth-grade; 49% 2023-24	Indication of 'Safe' or 'Very Safe': Seventh-grade; 47% Eighth-grade; 44% Belonging: Indication of "Yes, most of the time", or "Yes, all of the time": Fifth-grade; 69% Sixth-grade; 69% Indication of "Agree" or "Strongly Agree": Seventh-grade; 50% Eighth-grade; 46% 2024-25	implement UChicago's 5Essential Survey. These are parallel questions included to honor student perceptions: Percent of students reporting their sense of safety and belonging at the school: Do you feel safe at school? Classrooms: 89% of students reported that they felt Mostly/Very Safe while at school. Hallways: 70% of students reported that they felt Mostly/Very Safe while at school. Bathrooms: 58% of students reported that they felt Mostly/Very	Safety: Fifth-grade; 100% Sixth-grade; 100% Seventh-grade; 100% Eighth-grade; 100% Belonging: Fifth-grade; 100% Sixth-grade; 100% Seventh-grade; 100% Eighth-grade; 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Safe while at school. Do you feel close to people at school? Students report that their peers: Don't get along very well: 40% Agree/Strongly Agree Treat each other with respect 78% Agree/Strongly Agree		
2.7	California Healthy Kids Survey: Percent of parents reporting their sense of safety and belonging at the school	Safety: 86% Belonging: 86% 2023-24	Safety: 89% of Parents indicate "Agree" or "Strongly Agree" Belonging: 85% of Parents indicate "Agree" or "Strongly Agree" 2024-25	Merced City School District paused the annual California Healthy Kids Survey Parent Survey to implement UChicago's 5Essential Survey. These are parallel questions included to honor parent perceptions: Safety:	By 2026-2027 MCSD California Healthy Kids Survey will report parents: Safety: 100% Belonging: 100%	Despite using another metric for reporting, MCSD is +2% from baseline, or 12% from goal for safety and -0.5% from baseline for belonging, or 14.5% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				This school... is a safe place for my child. (agree/disagree): My child feels safe at this school: 88% report that it is Somewhat/To a Great Extent Belonging: How strongly do you agree or disagree with the following statements about this school?...Parents feel welcome to participate at this school... (agree/disagree): Your Voice is Valued at the School: 83% report that it is Somewhat/To a Great Extent Welcomed when Entering the School: 88% report that it is Somewhat/To a Great Extent		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	California Healthy Kids Survey: Percent of teachers reporting their sense of safety and belonging at the school	Safety: 95% Belonging: 92% 2023-24	Safety: 93% of Staff indicate "Agree" or "Strongly Agree" Belonging: 91% of Staff indicate "Agree" or "Strongly Agree" 2024-25	Merced City School District paused the annual California Healthy Kids Survey Staff Survey to implement UChicago's 5Essential Survey. These are parallel questions included to honor staff perceptions: Percent of staff reporting their sense of safety and belonging at the school Safety: This school... is a safe place for students. (agree/disagree) Teachers reporting how much each (type of incident) is a problem at their site: Physical Conflicts between Students:	By 2026-2027 MCSD California Healthy Kids Survey will report staff: Safety: 100% Belonging: 100%	MCSD's metric that evaluated safety on campus changed to provide more detail on specific types of problematic behaviors and revealed that four core behaviors are somewhat or greatly problematic at an average of 48.75%. With regard to how staff connects to parents to create a sense of belonging for families, MCSD teachers report that it is +1% growth from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				61% report it is Somewhat/To a Great Extent. Robbery/Theft: 23% report it is Somewhat/To a Great Extent. Disorder in Classroom: 54% report it is Somewhat/To a Great Extent. Disorder in Hallways: 57% report it is Somewhat/To a Great Extent. Belonging: How strongly do you agree or disagree with the following statements about this school?...Parents feel welcome to participate at this school... (agree/disagree)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Staff work hard to hard to build trusing relationships with parents/guardians: 93% Agree/Strongly Agree		
2.9	Middle School Dropout Rates	0% Middle School Dropout Rate 2023-24	0% Middle School Dropout Rate 2024-25	0% Middle School Dropout Rate 2025-26	By 2026-27 MCSD will continue to ensure that no MCSD middle school student drops out.	Metric Goal 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.

Overall, MCSD made progress on all of Goal 2's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to provide restorative practice support at each of the middle schools as well as ensuring each site had a school counselor. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and increasing levels of substantive behaviors on school sites.

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

Material difference in Action 2.1 due to salary and benefit increases between the district, its bargaining partners, and management. A difference in action 2.2 exists due to the district leveraging other funding sources to complete the action.

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

The District found that the following actions were effective based on the following metrics:
2.1:
MCSD makes steady improvements to chronic absenteeism and suspension rates. MCSD held 178 School Attendance Review Board (SARB) meetings during the 2025-26 school year. In addition, MCSD's Deputy Superintendent, Pupil Services Director, and Data Director led MCSD's Administrative team through root-cause analysis activities in order to identify the rationale for high rates of chronic absenteeism and suspension rates. Administrators walked through the "5-Why" process, as well. Site administrators worked on these processes at their sites to improve their site-based outcomes. To add, the Director of Pupil Services provided professional development for Administrators in order to bring alignment, consistency, and accurate behavior response expectations.

MCSD's eight BCBAs are each assigned up to three schools, providing specialized support through FBAs, BIPs, and consultative guidance for administrators, certificated, and classified staff. Meanwhile, the lead BCBA for CDS collaborates with RJL, a community-based vendor, to ensure their behavioral supports remain fully integrated and aligned with the district's PBIS framework.

BCBAs have hosted a total of 55 professional learning opportunities this school year. That accounts for 162.75 total hours of learning, and 1070 participants served. Sessions have focused on Crisis Interventions, Verbal De-escalation, PBIS, Conscious Discipline, Active Supervision, etc.

BCBAs serve MCSD students by providing direct services and consultation support. Currently, BCBAs have 498 students on their collective caseloads.

This upcoming semester, an MCSD BCBA and School Counselor will work with Sierra Vista to provide monthly parent training sessions. There have been 5 total sessions. Parents will be able to learn new strategies, discuss important information regarding their children's social-emotional-behavior needs, and receive resources to aid their parenting goals.

2.2:
Merced City School District employs Security Liaisons at each of our schools for a total of 18 positions of safety support. In addition, there are 47 total Health and Wellness-funded Noon Supervisors across the District. The District employs two police officers with a joint use agreement of local law enforcement to support our schools with Safety Resource Officers. The District is looking to expand the number of SROs in our schools to support safety more. The District launched the School Violence Safety Plans this year for each of the 18 school sites and trained on what workplace violence is and how to address it in classrooms and on campuses. There was an overall upgrade to the site and department camera programs, and many District Offices received a "panic button" device that alerts law enforcement when there is an emergency. The District also upgraded the Emergency Communications System this year and trained all staff on the new procedures of communications in the event of an emergency. Beginning in the summer of 2026, MCSD began to roll-out personal safety devices for all staff - Centegix.

2.3:
To further support the needs of our students, MCSD employs nine (9) School Nurses, eighteen (18) Health Aides, twenty-three (23) School Counselors, and 4 MCSD Social Workers.

2.4:
The District continues funding middle school sports, such as coaches, referees, and services, transportation, and a cycle of replacement for athletic uniforms to increase students' sense of belonging to the school.
Twelve (12) sports programs at each MCSD middle school have been offered:
Cross-Country
Boys Soccer
Girls Volleyball
Girls Soccer
Boys Volleyball
Cheer
Boys Basketball
Girls Basketball
Wrestling
Girls Softball
Boys Baseball
Track and Field.

MCSD also continued its Elementary athletics - MC Cup, March Madness, and Merced County Track and Field.

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.

MCSD has filled the position of the Pupil Services Coordinator 1 that has remained vacant since early Fall of 2024. In addition, MCSD is looking to increase the number of School Resource Officers and school counselors on the middle school campuses. Many of the actions described in goal 2 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	The District ensures all students are supported through a Multi-Tiered System of Support (MTSS) for behavioral and social-emotional needs. Pupil Services staff including district administrators and behavior aides provide students with targeted, positive interventions.	$3,713,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District builds staff capacity and deepens the implementation of PBIS through training through internal and external partners. Training focuses on strategies to effectively respond to adverse childhood experiences (ACES) and trauma-informed practices to engage students and families in addressing students' social-emotional health needs. Staff and students engage in restorative practices to resolve conflict, build community, and strengthen positive relationships. The District provides social workers and clinical-level mental health services for students and families. The District partners with the Merced County Office of Education (MCOE) to share services of county court staff to support families with students who are chronically absent to increase student attendance and engagement. Services include connecting families with social services available through the community and the school. Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. Effective clinical mental health supports for students in a California elementary school district are crucial for fostering well-being and academic success. Research indicates that school-based mental health services, such as those integrated within a Multi-Tiered System of Supports (MTSS) framework, can significantly improve student mental health outcomes and reduce barriers to care (California Student Mental Health Implementation Guide, 2024). These comprehensive approaches, including prevention, early intervention, and intensive services, help address a range of student needs, from social-emotional development to serious mental health conditions.		

Action #	Title	Description	Total Funds	Contributing
		MCSD will use suspension rates and/or attendance rates to track the progress of students who receive support from the contracted services. The District contracts with a vendor to provide mental health supports for students and families. $60,000.		
2.2	Safe Schools and Healthy Students	The District ensures safe schools by providing intramural activities and coaches, health and wellness noon duty staff, health and wellness equipment, school resource officers, and contracted services to detect illegal or prohibited substances at school, and maintain student safety through the use of security mechanisms (e.g. cameras, fencing, locks). Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$2,932,537.00	Yes
2.3	Student Wellness	The District ensures the physical and mental health of all students by providing additional nurses, health aides, counselors, and psychologists to increase students' sense of well-being, attendance, and engagement in learning. Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$10,580,084.00	Yes
2.4	Middle School Sports	The District continues funding middle school sports such as coaches, referees, and services, transportation, and a cycle of replacement for athletic uniforms to increase students' sense of belonging to the school.	$310,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identified Need: Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empower families and educational partners to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to state priorities 3 and 6. Families and community are valued resources in support of students' education and development. The District promotes parent participation and makes effort to seek the input of educational partners when making decisions. Partnership with families increases student engagement, attendance, and a sense of community necessary to ensure student success. The actions to support Goal 3 focus on bringing resources to students and their families through the use of key staff (multilingual liaisons and outreach) and capacity building for familes in support of building stronger school to home relationships and strengthening families' navigation of the school system to benefit their child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kid Survey, California School Staff Survey, and the California School Parent Survey: Participation Rates	Parent Responses; 1,141 Staff Responses; 761 Student Responses; 4,734 (Only grades 5, 6, 7, and 8) 2023-24	Parent Responses: 576; Staff Responses: 509; Student Responses: 4,746 (Only grades 5, 6, 7, and 8). 2024-25	Merced City School District paused the annual California Healthy Kids Survey: Student, Parent Survey, and Staff Survey to implement UChicago's 5Essential Survey.	By 2026-2027 MCSD will improve its CHKS/CSSS/CSPS response rates to: Parent Responses; 1,500 Staff Responses; 800 Student Responses; 4,800	Parent Responses: +2,970 from baseline. Staff Responses: +39 from baseline. Student Responses: +66 from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Parent: 4,111 Staff: 605 Student: 4,770 2025-26	(Only grades 5, 6, 7, and 8)	
3.2	California School Parent Survey: percent of parents who feel welcome to participate in school activities	86% of parents reported feeling welcome to participate 2023-24	85% of parents reported feeling welcome to participate 2024-25	Merced City School District paused the annual California Healthy Kids Survey Parent Survey to implement UChicago's 5Essential Survey. These are parallel questions included to honor parent perceptions: Belonging: How strongly do you agree or disagree with the following statements about this school?...Parents feel welcome to participate at this school... (agree/disagree) 88% of families feel welcomed when they enter the school?	By 2026-2027, 100% of MCSD parents will report feeling welcome to participate in school activities.	MCSD used another tool to evaluate this metric. The updated metric did not ask the respondents the exact question, but revelaed that 88%, or +2%, feel welcomed when they enter the school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Parents report the follwing limitations for involvement in school activities: 66% reported that other parents are Never/Rarely the reason why they do not participate. 2025-26		
3.3	ParentSquare / Facebook Communications	Parent messages; 355 ParentSquare messages and over 300 Facebook posts 2023-24	Parent messages: 117 ParentSquare messages; 260 Facebook posts. 2024-25	Parent messages: 284 ParentSquare messages; 288 Facebook posts. 2025-26	By 2026-2027, MCSD will engage with its parents more by sending the following number of Parent messages: 500 ParentSquare messages 300 Facebook posts	ParentSquare Messages: -216 from baseline Facebook Posts: -12 from baseline
3.4	Parental Involvment in the IEP Process	99% of parents participated in the IEP process. 2023-24	99% of parents participated in the IEP process. 2024-25	99% of parents participated in the IEP process. 2025-26	By 2026-2027, 100% of MCSD parents of students with exceptional needs will participate in the development and monitoring of their child's education plan.	No change from baseline, 1% from goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	MCSD Local Control Accountability Plan Parent Advisory Committee Participation	95% of MCSD LCAP PAC participated in the MCSD LCAP PAC 2023-24	95% of MCSD LCAP PAC participated in the MCSD LCAP PAC 2024-25	95% of MCSD LCAP PAC participated in the MCSD LCAP PAC 2025-26	By 2026-2027, 100% of all site LCAP PAC representatives, including parents of unduplicated pupils, participate in LCAP PAC meetings.	No change from baseline, 1% from goal.
3.6	Parental Participation Regarding Unduplicated Student Programs	0% of MCSD Unduplicated families are communicated directly and intentionally regarding MCSD's programs through ParentSquare as evidenced by ParentSquare active contacts. 2023-24	99% of MCSD Unduplicated families are communicated directly and intentionally regarding MCSD's programs through ParentSquare as evidenced by ParentSquare active contacts. 2024-25	99% of MCSD Unduplicated families are communicated directly and intentionally regarding MCSD's programs through ParentSquare as evidenced by ParentSquare active contacts. 2025-26	By 2026-2027 100% of MCSD Unduplicated families will be communicated with intentionally via ParentSquare as evidenced by ParentSquare active contacts.	No change from baseline, 1% from goal.

Goal Analysis [2025-26]

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

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

Overall, MCSD made progress on all of Goal 3's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to provide more avenues for communication such as Coffee with the Superintendent and Town Hall meetings. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and ensuring MCSD uses a wide variety of platforms to communicate effectively with all educational partners.

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.

Material differences exist due to salary and benefit increases between the district, its bargaining partners, and management.

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

The District found that the following actions were effective based on the following metrics:
3.1:
MCSD employs 3 Community Outreach Specialists (COS) to ensure that our community is met with the language of their home. To date, the COS team has completed 400 requests for support. The COS team would have completed over 20 opportunities where they meet families in front of our schools to provide district-based updates and upcoming opportunities - known as “FERC Fridays”. MCSD’s Family Engagement Resource Center (FERC) Literacy Program provides basic instruction in English for MCSD Families to 24 participants.

3.2
The MCSD Communications Department has risen to support MCSD students, staff, families, and community partners with the following opportunities during the 2025-26 school year through May 2026:

Over 200 Help Desk Request Tickets completed in support of District and site communication needs, event coordination, troubleshooting, and staff support.

284 ParentSquare Posts shared districtwide. The District has intentionally scaled back on direct Districtwide posts following family survey feedback indicating that families prefer receiving most day-to-day updates directly from their school sites rather than from the District Office. To support this effort, the Communications Department organizes and prepares informational resources for site administration to distribute through a shared Google Drive system. We are pleased to report that 98.4% of families are contactable through ParentSquare.

288 Social Media Posts and more than 5,000 Instagram Stories shared across Instagram and Facebook. Individual posts and reels regularly average between 3,000–10,000 views from both followers and non-followers. From February 2026 through May 2026 alone, the District’s Instagram generated well over 1 million views and reached more than 504,670 accounts. In 2022, Merced City School District had approximately 1,000 Instagram followers. The District has since grown to more than 4,500 active followers who consistently engage with District content, videos, and community highlights.

In 2022 Merced City School District had 1,000 followers on Instagram, and now has grown to 4,500 active followers who engage regularly on our posts and videos.

9 Superintendent Newsletters distributed throughout the school year. This monthly newsletter from Superintendent Stocking provides staff, families, and community members an opportunity to hear directly from the Superintendent through written messages and videos while also highlighting valuable district and community resources in one consolidated space. The newsletter remains free and accessible to anyone who wishes to subscribe.

15 “Mega Mondays” are weekly Expanded Learning Opportunity Program (ELOP) newsletters created and distributed via ParentSquare to support family awareness and engagement regarding Expanded Learning Opportunities Program events, activities, and resources.

3 Family Engagement Workshops successfully hosted to support families with Middle School Transition and New Student Enrollment information, with more than 850 families in attendance collectively.

2 Wellness Fairs hosted in support of student and family wellbeing, serving more than 3,000 families through access to community resources, school, free haircuts, clothing, hygiene items, and other essential necessities. These events provided meaningful opportunities to connect families with valuable local organizations and supports while helping ensure students were prepared and confident for the school year.

20 videos thoroughly showcasing various departments, resources, and projects across Merced City School District. These videos are intended to provide our community with a deeper understanding of some of the many resources available to them, and the hard work that goes into ensuring our schools include spaces where all students can learn and thrive in their educational journey.

Approximately 125 printed documents including (brochures, flyers, half-page sheets, bulletin boards, banners, yard signs) for various departments curated by the Communications Dept. to ensure available resources are accessible to our families no matter what their preferred methods of communication are. The documents are translated and available in English, Spanish, and Hmong.

MCSD added a Communication Specialist in 2025-26 to support the work of the Expanded Learning Opportunities Program.

3.3:
There are seventy (70) certificated staff designated as bilingual serving with credentials in BCLAD areas.

A total of sixty-four (64) classified personnel receive a bilingual stipend for their service.

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.

MCSD plans to provide funding in order to move the Family Engagement Center (FERC) to a central location in Merced to improve access of services to our educational partners. In addition, MCSD continues to look to more ways to engage its educational partners with events such as Coffee with the Superintendent and Town Hall meetings. Many of the actions described in goal 3 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Community Outreach	Community Outreach Specialists and Community Liaisons ensure schools are welcoming, inclusive, informative, and organized communities where all families feel empowered to participate fully as partners in their child's education, and in their home language. Identified Need: Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts, and Mathematics, chronically absent and/or have high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$1,134,767.00	Yes
3.2	Communication	The Director of Communications and the Communications Specialist serve as the creative architects for internal and external communications. They focus on engaging traditionally disenfranchised families and students from low-income families, including students whose language is not English; building school-family partnerships through effective communication, and strengthening trust-based relationships by serving as a bridge to all educational partners. The District invests in professional learning and resources to support effective and appropriate communication as well as providing interpretation equipment, and customer service training for office staff. Identified Need: Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts, and Mathematics, chronically absent and/or have high suspension rates. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$450,596.00	Yes
3.3	Family Engagement	The District provides all families with a Family Engagement Resource Center (FERC) that offers parent education opportunities such as	$195,820.00	No

Action #	Title	Description	Total Funds	Contributing
		parenting, English language, technology, school governance, nutrition classes, and access to community resources to strengthen the relationship between parents and the school. FERC staff support site-based parent education by developing learning modules and providing module training to site designees to ensure parents are informed and can participate fully in their child's education. The District supports bilingual staff, materials, and supplies necessary to maintain the program.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2026, the district will improve outcomes for Black/African American students, Long term English Learners, Students with Disabilities, students in foster care, and students experiencing homelessness—the groups identified on the California School Dashboard as performing below standard in the past and current year. Specifically, the district will increase English Language Arts and Math proficiency rates for these students by 10 percentage points, reduce chronic absenteeism by 5 percentage points, and decrease suspension rates by 3 percentage points. Progress will be measured annually using CAASPP results, the Chronic Absenteeism indicator, and the Suspension Rate indicator on the California School Dashboard. MCSD prefers to indicate and include all underperforming student groups beyond those student groups included within the "Unduplicated Student" definition who supplemental and concentration funds are directed towards. MCSD provides supplemental services and supports for Black/African American students, Long-Term English Learners, Students with Disabilities, students in foster care, and students experiencing homelessness. These MCSD student groups have been identified in past and present years by the state of California as achieving below standard in one or more of the following indicators: academic achievement (English Language Arts and Math), attendance, and/or suspension rates.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MCSD is committed to offering staff the necessary resources to ensure each student is provided with instruction and the support to help them achieve their potential. MCSD also commits to ensuring students achieve proficiency in academic areas as they advance through school, so they are on track for continued success on their learning journey. Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). These same students, inclusive of were also suspended more and were chronically absent more than their peers. Because these groups have

underperformed for more than two years in these areas, MCSD resolved to develop an additional LCAP goal with supporting actions within the LCAP to improve outcomes. Actions within the goal must not already exist in previous goals. To this end, actions to identify and serve Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and students in foster care will increase. Supports include the development of an internal student success dashboard specific to Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students and the assignment of a specialized staff person dedicated to coordinating activities to increase the adult-to-student care ratio at all district sites; inclusive of counselors and mentors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard: CAASPP: English Language-Arts, grades 3 - 8	2023 California Dashboard: CAASPP: English LanguageArts, grades 3 - 8 All Students: 50.3 points below standard Students with Disabilities: 128.8 points below standard English Learner Students: 86.4 points below standard African-American Students: 84.4 points below standard Socioeconomically Disadvantaged Students:	2024 California Dashboard: CAASPP: English Language Arts, grades 3 - 8 Black/African American: 80.5 points below standard, 326 students Foster Youth: 92.3 points below standard, 66 students Homeless: 94.6 points below standard, 79 students Students with Disabilities: 132.1 points below standard *baseline year	2025 California School Dashboard Results All Students: 40.7 points below standard. Improvement of 9.6 points from baseline, or 76% progress towards goal. (Yellow Indicator) Students with Disabilities: 121.8 points below standard (Orange Indicator) English Learner Students: 75.3 points below standard (Orange Indicator) Long-Term English Learners:	By 2026-2027, MCSD focus students will increase their CASPP English Language Arts average scores by 25%.	Each student group made progress from baseline: Students with Disabilities: Improvement of 10.3 points from baseline, or 22% progress towards goal. English Learner Students: Improvement of 11.1 points from baseline, or 51% progress towards goal. African American Students: Improvement of 2.7 points from baseline, or 12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		61.3 points below standard Foster Youth Students: 87.8 points below standard Homeless Students: 95.6 points below standard	Long-Term English Learners: 112 points below standard *baseline year	108.4 points below standard (Orange Indicator) African-American Students: 81.7 points below standard (Red Indicator) Socioeconomically Disadvantaged Students: 50.4 points below standard (Yellow Indicator) Foster Youth Students: 63.5 points below standard (Yellow Indicator) Homeless Students: 118.5 points below standard (Red Indicator)		progress towards goal. Socioeconomically Disadvantaged Students: Improvement of 10.9 points from baseline, or 71% progress towards goal. Foster Youth: Improvement of 24.3 points from baseline, or 110% progress towards goal. Homeless Students: Decline of -22.9 points from baseline, or -96% progress towards goal.
4.2	California School Dashboard: CAASPP: Mathematics, grades 3 - 8	2023 California Dashboard: CAASPP: Mathematics, grades 3 - 8 All Students: 82.9 points below standard	2024 California Dashboard: CAASPP: Mathematics, grades 3 - 8 Black/African American:	2025 California School Dashboard Results All Students: 78.1 points below standard	By 2026-2027, MCSD focus students will increase their CASPP English Language Arts average scores by 25%.	Each student group made progress from baseline: Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 159.5 points below standard English Learner Students: 112.4 points below standard African-American Students 129.6 points below standard Socioeconomically Disadvantaged Students 92.9 points below standard Foster Youth Students 126.3 points below standard Homeless Students 124.8 points below standard	123 points below standard, 323 students Foster Youth: 113 points below standard, 65 students Homeless: 122.9 points below standard, 86 students Students with Disabilities: 155.7 points below standard *baseline year Long-Term English Learners: 175.5 points below standard *baseline year	Improvement of 4.8 points from baseline, or 23.2% progress towards goal. (Yellow Indicator) Students with Disabilities: 152.2 points below standard (Orange Indicator) English Learner Students: 106.4 points below standard (Orange Indicator) Long-Term English Learners: 163.2 points below standard (Orange Indicator) African-American Students: 121.4 points below standard (Red Indicator) Socioeconomically Disadvantaged Students: 87.7 points below standard		Improvement of 7.7 points from baseline, or 19% progress towards goal. English Learner Students: Improvement of 6 points from baseline, or 21% progress towards goal. African American Students: Improvement of 8 points from baseline, or 25% progress towards goal. Socioeconomically Disadvantaged Students: Improvement of 5.2 points from baseline, or 22% progress towards goal. Foster Youth: Improvement of 37.4 points from baseline, or 118%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Yellow Indicator) Foster Youth Students: 88.9 points below standard (Yellow Indicator) Homeless Students: 144.7 points below standard (Red Indicator)		progress towards goal. Homeless Students: Decline of -19.9points from baseline, or -64% progress towards goal.
4.3	District Progress Assessment 3: Reading, grades K - 8	Reading DPA III, 2023-24 Overall 40% On or Above Grade-level English Learner Students 20% On or Above Grade-level Students with Disabilities 14% On or Above Grade-level African-American Students 32% On or Above Grade-level Foster Youth Students 28% On or Above Grade-level Socioeconomically Disadvantaged	Reading DPA II, 2024-25 Overall: 36% On or Above Grade-level English Learner Students: 12% On or Above Grade-level Students with Disabilities: 10% On or Above Grade-level *baseline year African-American Students: 30% On or Above Grade-level	Reading DPA II, 2025-26 Overall: 33% On or Above Grade-level English Learner Students: 12% On or Above Grade-level Students with Disabilities: 10% On or Above Grade-level African-American Students: 27% On or Above Grade-level Foster Youth Students:	By 2026-2027 the following student groups will improve their DPA Reading scores to: Black/AfricanAmerican: 58% Above/On Level Foster Youth: 53% Above/On Level Homeless: Not Reported on DPA	Not applicable. **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times. 2024-25 will be the new baseline** English Learner Students: No Change. 53% away from goal. Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38% On or Above Grade Level *Homeless Students % On or Above Grade-level *not reported on DPA	Foster Youth Students: 29% On or Above Grade-level Socioeconomically Disadvantaged Students: 32% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times.	16% On or Above Grade-level Socioeconomically Disadvantaged Students: 30% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA		No Change African-American Students: Decline of 3% Foster Youth Students: Decline of 13%. Socioeconomically Disadvantaged Students: Decline of 2%. *Homeless Students: % On or Above Grade-level *not reported on DPA
4.4	District Progress Assessment 3: Mathematics, grades K - 8	Math DPA III, 2023-24 Overall 33% On or Above Grade-level	Math DPA II, 2024-25 Overall: 24% On or Above Grade-level	Math DPA II, 2025-26 Overall: 22% On or Above Grade-level	By 2026-2027 the following student groups will improve their DPA Reading scores to:	Not applicable. **NOTE: MCSD only administered the DPA twice to all students during the 2024-25 school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Students 19% On or Above Grade-level Students with Disabilities 14% On or Above Grade-level African-American Students 24% On or Above Grade-level Foster Youth Students 29% On or Above Grade-level Socioeconomically Disadvantaged 31% On or Above Grade Level *Homeless Students % On or Above Grade-level *not reported on DPA	English Learner Students: 11% On or Above Grade-level Students with Disabilities: 8% On or Above Grade-level *baseline year African-American Students: 17% On or Above Grade-level Foster Youth Students: 19% On or Above Grade-level Socioeconomically Disadvantaged Students: 20% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA	English Learner Students: 8% On or Above Grade-level Students with Disabilities: 22% On or Above Grade-level African-American Students: 15% On or Above Grade-level Foster Youth Students: 11% On or Above Grade-level Socioeconomically Disadvantaged Students: 17% On or Above Grade Level *Homeless Students: % On or Above Grade-level *not reported on DPA	Black/AfricanAmerican: 50% Above/On Level Foster Youth: 55% Above/On Level Homeless: Not Reported on DPA	year - once in September 2024 and the other in March 2025. In previous years, it had been administered three times. 2024-25 will be the new baseline** English Learner Students: Decline of 3%. 52% away from goal. Students with Disabilities: Increase of 14%. 38% away from goal. African-American Students: Decline of 2%. 45% away from goal. Foster Youth Students: Decline of 8%. 49% away from goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged Students: Decline of 3%. 43% away from goal. *Homeless Students: % On or Above Grade-level *not reported on DPA
4.5	California School Dashboard: Suspension Rates, grades TK - 8	2023 California School Dashboard Results Black/African American: 12.4% suspended at least one day, 73/590 students Foster Youth: 12.3% suspended at least one day, 26/211 students Homeless: 8.5% suspended at least one day, 15/176 students 2022-23	2024 California School Dashboard Results Black/African American: 11.5% suspended at least one day, 75/651 students Foster Youth: 14.8% suspended at least one day, 31/209 students Homeless: 5.6% suspended at least one day, 17/305 students *Students with Disabilities:	2025 California School Dashboard Results Black/African American: 14.9% suspended at least one day, 95/643 students (Red Indicator) Foster Youth: 9.1% suspended at least one day, 20/220 students (Yellow Indicator) Homeless: 12.4% suspended at least one day, 24/194 students (Red Indicator)	By 2026-2027 the following student groups will be suspended less, at the following rates: Black/African American: 5% suspended at least one day Foster Youth: 5% suspended at least one day Homeless: 5% suspended at least one day	Black/African American: 2.5% more students suspended. 9.9% more than goal. Foster Youth: 3.2% less students suspended. 4.1% more than goal. Homeless: 3.9% more students suspended. 7.4% more than goal. Students with Disabilities: 1.4% more students suspended. 3% more than goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6.6% suspended at least one day, 100/1,516 students *baseline year *Long-Term English Learners: 15.4% suspended at least one day, 50/324 students *baseline year 2023-24	Students with Disabilities: 8% suspended at least one day, 136/1,699 students (Red Indicator) Long-Term English Learners: 12.2% suspended at least one day, 41/336 students (Yellow Indicator)		Long-Term English Learners: 3.2% less students suspended. 9% more than goal.
4.6	California School Dashboard: Chronic Absenteeism Indicator, grades TK - 8	2023 California School Dashboard Results Black/African American: 47.9% chronically absent, 269/562 students Foster Youth: 30.7% chronically absent, 58/189 students Homeless: 72.3% chronically absent, 120/166 students 2022-23	2024 California School Dashboard Results Black/African American: 38.6% chronically absent, 236/612 students Foster Youth: 26.9% chronically absent, 49/182 students Homeless: 50.9% chronically absent, 141/277 students Students with Disabilities:	2025 California School Dashboard Results Black/African American: 43.6% chronically absent, 267/612 students (Red Indicator) Foster Youth: 24% chronically absent, 44/183 students (Orange Indicator) Homeless: 63% chronically absent, 111/181 students (Red Indicator)	By 2026-2027 the following student groups will be chronically absent less, at the following rates: Black/African American: 20% chronically absent Foster Youth: 15% chronically absent Homeless: 40% chronically absent	Black/African American: 4.3% less students Chronically Absent. 23.6% more than goal. Foster Youth: 6.7% less students Chronically Absent. 9% more than goal. Homeless: 9.3% less students Chronically Absent. 23% more than goal. Students with Disabilities: 3% more students Chronically Absent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			31% chronically absent, 457/1,474 students *baseline year Long-Term English Learners: 21.2% chronically absent, 67/316 students *baseline year 2024-25	Students with Disabilities: 34% chronically absent, 561/1,651 students (Red Indicator) Long-Term English Learners: 24.1% chronically absent, 78/324 students (Red Indicator)		Long-Term English Learners: 2.9% more students Chronically Absent

Goal Analysis [2025-26]

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

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

Overall, MCSD made progress on all of Goal 4's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to provide hire a coordinator and begin its Student Champion Program. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and identifying diverse staff to reflect the diversity of our district.

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.

Material differences exist in action 4.2 due to the position being co-funded with an alternate source. Action 4.4 reveals a difference due to the district using an alternate source, as well. MCSD over-budgeted the amount it calculated to run a committee in action 4.4, and with action 4.7 MCSD spent more funds to complete its annual equity survey. Differences also exist with Actions 4.5 and 4.6 due to other state-based funding sources being available.

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

The District found that the following actions were effective based on the following metrics:
4.1:

We continue to build relationships with Historically Black Colleges and Universities (HBCUs). We offer recruitment information on many of their virtual platforms. We participated in the employment showcases for universities that were included in the US Department of Education as Historically Black Colleges to include Texas Southern University, Savannah State University, and Jackson State University. We continue to attempt to increase intentional outreach connections.

MCSD intentionally rescripted and created new recruitment videos to showcase our personnel who reflect the diverse staff we seek.

4.2:
The role is focused on providing services, resources, and guidance to ensure students stay on track academically, emotionally, and socially. Key responsibilities of a Student Success Coordinator include: Offering tutoring services, study skills workshops, and/or helping students with time management and organizational skills.
Overall, a Student Success Coordinator aims to enhance the students' overall experience and increase their chances of academic success and completion.
A Community Engagement Specialist is set to begin working with MCSD students, families, and staff on July 1, 2026 to improve student outcomes.

4.3:
Each of our sessions asks presenters to share two key components;
How does this learning directly connect to my instruction to English Learner students?
How do I differentiate this instruction to meet the needs of all learners represented in our classrooms?
Additionally, we strive to maintain an asset-focused approach to our teaching and learning, recognizing that each learner (adult or child) brings with them valuable life experiences, knowledge, abilities, language, and culture which we strive to capitalize on, celebrate, and integrate into the learning at hand.

All MCSD professional development is geared to model what we expect to see in our classrooms.

4.4:
MCSD contracts with local vendors to provide more time to learn for our students. Black/African American students, students in Foster care, and students experiencing homelessness are provided priority enrollment to such programs as Paper Education, Bali Learning Centers, and Harvest Park Educational Centers. Enrollment efforts include personal phone calls, ParentSquare messages, and direct mail.
To date, the following percentage of Black/African American students are participating in programming: Bali Tutoring - 14%; HPEC - 41%; Mathnasium - 7%; M.A.R.S. - 16%; and, Student Champions - 59%.

4.5:
MCSD is focusing professional development efforts to ensure our lessons include the core principles of
Universal Design for Learning (UDL). UDL is an educational framework that aims to create inclusive learning environments for all students.

UDL is built on three core principles:

Multiple Means of Representation: Providing information and learning materials in various formats (text, audio, visuals, hands-on activities) to cater to different learning styles.
Multiple Means of Action and Expression: Offering students diverse ways to demonstrate their understanding (writing, speaking, creating, performing) to accommodate different strengths and preferences.
Multiple Means of Engagement: Motivating and sustaining learners' interest by tapping into their curiosity, providing choices, and offering adjustable levels of challenge.

4.6:
MCSD has held the following advisory committee meetings:
3 - Black/African American Advisory Committees;
3 - Foster Youth/Homeless Advisory Committees.

4.7:
An Equitable Learning Conditions survey was offered to MCSD students, staff, and families in the Winter of 2025. It revealed the following:

Closely examine student perceptions of fairness. A majority (65%) of students and parents and of staff (82%) believe their school is a great place to learn for students many backgrounds. However, only about half (51%) of students agree that students get treated fairly, no matter their background, compared to nearly three-quarters of parents and staff. Conducting qualitative research can provide valuable insights into the kinds of situations—inside and outside of classrooms— in which students may feel less supported, and how perceptions of fairness affect students' academic performance and overall well-being.

Bolster academic support for students outside of the classroom. Student and parent respondents are less likely to think students have enough academic help from sources other than teachers (61%) or enough out-of-class programs and resources (56%). Similarly, staff respondents are less confident that students who are Black or African American, in the foster system, or experiencing homelessness have enough academic support from sources other than teachers (72%, 62%, and 59%, respectively), or enough out-of-class programs and resources to meet their academic needs (62%/61%/51%). MCSD should both examine the effectiveness of its existing academic and mental health after-school resources, as well as explore how peer districts support students facing similar challenges.

Reach out by phone to parents/guardians of students in the foster system or who are experiencing homelessness. Parents and staff indicate the three best ways to reach parents/guardians of students in the foster system or who are experiencing homelessness are phone calls (66% and 55%, respectively), school-based communications
(43% and 35%), and in-person meetings (39% and 48%) (see data supplement). Effective communication can significantly impact the engagement and support these families receive. As a start, MCSD could find inspiration from this Best Practices Report which provides guidance on planning and implementing family communication efforts, including home visits and empathy interviews.

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.

MCSD will continue to actively recruit diverse staff and work with the bargaining partners to improve services for our underperforming students. Many of the actions described in goal 4 were adjusted due to the inclusion of LREBG or the required actions based on lowest performance for 2023.

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	Recruitment, Hiring, and Retention of Diverse Staff	Purposefully conduct outreach to recruit, hire, and retain culturally, racially, and linguistically diverse staff; and conduct targeted recruitment at diverse colleges and universities (e.g. Historically Black Colleges and Universities, National Hispanic University, Drew University), with teacher preparation and/or ethnic studies programs. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$12,694.00	No
4.2	Student Success Coordinator	Assign a coordinator to identify Black/African Americans, Long-Term English Learners, students with disabilities, students in foster care, and students experiencing homelessness with academic, attendance, and engagement needs to coordinate, communicate, and monitor tutorial and mentorship programs. Identified Need:	$228,502.00	No

Action #	Title	Description	Total Funds	Contributing
		Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
4.3	Staff Training	Develop and create a long-term system that promotes and incentivizes the completion of coursework focused on cultural and linguistic responsiveness and asset-based instruction for all teachers and all instructional support staff. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$0.00	No
4.4	Student Mentorship	Institute and expand small group and/or individualized elite mentoring and tutoring services for Black/African American, Long-Term English Learners, students with disabilities, students in foster care, and students experiencing homelessness. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of	$1,521,399.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
4.5	Differentiated Instruction	Explore and provide professional development grounded in competency-based education structures and methods to support the academic progress of African American, Long-Term English Learners, students with disabilities, Homeless, and students in foster care. ***PLEASE REFER TO MCSD LCAP GOAL 1.9 FOR MORE DETAILS*** Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$0.00	No
4.6	Advisory Committees	Develop advisory committees consisting of families and advocates focused on increasing communication and partnership with families and advocates of African American students, Long-Term English Learners, students with disabilities,students in foster care, and students experiencing homelessness. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on	$20,246.00	No

Action #	Title	Description	Total Funds	Contributing
		the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.		
4.7	Equity Survey	Expand research to continue the development of a multi-year equity plan by including in-depth empathy interviews and listening sessions to further identify and address the needs of Black/African American students, Long-Term English Learners, students with disabilities,students in foster care, and students experiencing homelessness. Identified Need: Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-27 school year, Community Day School (CDS) will increase the support for students qualifying for the Equity Multiplier at CDS to decrease Chronic Absenteeism by 10% and decrease Suspension Rates by 2.5% per year, or by 8% over three years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Merced City School District receives funding to support students enrolled at its Community Day School (CDS). In the Spring of 2025, MCSD received $50,535 to increase student achievement for students at identified schools. MCSD will use this funding to co-fund a School Counselor. More specifically, this goal will ensure students receive the supplemental support needed to succeed in school and in our community. 2023-24 CDS data provided to CALPADS highlights the need for improvement in the Suspension Rate and Chronic Absenteeism Rate.
Suspension Rate: 11.1%, and increase of 3.2% from the year prior;
Chronic Absenteeism Rate: 47%, an increase of 2% from the year prior.
MCSD consulted with CDS staff, MCSD Executive Cabinet, and MCSD Cabinet in order to craft the Goal and subsequent actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CDS Suspension Rate	2023-24: 11.1% Suspension Rate	2024-25: 6% Suspension Rate, as of April 2025 per AERIES	2024 California School Dashboard	5% Suspension Rate	CDS increased its Suspension Rate by 14.8% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Student Information System/SIS)	11.8% Suspension Rate (Red Indicator) 25.9% Suspension Rate (SIS)		
5.2	CDS Chronic Absenteeism Range	2023-24: 47% Chronic Absenteeism Rate	2024-25: 48% Chronic Absenteeism Rate, as of April 2025 per AERIES (Student Information System/SIS)	2024 California School Dashboard 41.9% Chronic Absenteeism Rate (Orange Indicator) 41.7% Chronic Absenteeism Rate (SIS)	25% Chronic Absenteeism Rate	CDS improved 5.3% from baseline and is 45% away from the goal.

Goal Analysis [2025-26]

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

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

Overall, MCSD made progress on all of Goal 5's actions. MCSD continues striving to enhance services and programs for our students, staff, families, and educational partners. For example, the MCSD was able to ensure CDS students had access to a school counselor. Some of the barriers that MCSD continues to overcome include, but are not limited to: staff turnover and increasing levels of substantive behaviors on school sites.

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

Material differences exist due to salary and benefit increases between the district, its bargaining partners, and management.

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

The District found that the following actions were effective based on the following metrics:
5.1:

Students at CDS have received daily whole-class social-emotional learning lessons using evidence-based curricula and video modeling. Our teachers facilitate these lessons that are developed by the BCBA. Each week has a targeted SEL focus; character building, social skills, behavior skills, and growth mindset are the main umbrellas for all SEL focuses. Our counselor also pushes in lessons to emphasize topics that are of concern and need additional re-teaching. This teaching has been reflected in our students' ability to abide by our behavior expectations; this year's data reflects that our students have been able to be respectful 85% of the time, be independent thinkers and use their skills 85% of the time, stay safe 90%, and excel in their academics 85%.

In the afternoon, each student receives individualized behavior skills training that aligns with their CDS exit goals. Data is taken daily on their progress and shared with their parents daily. Overall, this school year, our students' behavior skill rate has been 64%; to support further growth, the site BCBA will focus professional development at the start of this school year on training new staff.

During recess, our students benefit from structured play to promote social skills. This is led by our behavior SCIAs.

If a student is struggling to make progress, extra social-emotional support is provided by our school psychologist in the form of ERMHS,l our school counselor in the form of individual or small groups that focus on skill building or by our Cal CPI provider. 79% of our student population needs additional social-emotional support and have benefited from one of these additional SEL supports.

If a student is struggling to make progress, our school psychologist provides extra social-emotional support through ERMHS or our Aspiranet provider.

5.2:
Two newsletters have gone out to our parent partners; one parent survey has been given to parents thus far. Newsletters will cover the importance of daily attendance, how to support self-regulation at home, and teaching replacement behavior skills.

Parents were not responding to or interacting with the newsletters, so the CDS team decided to pivot to a more engaging parent experience. Instead, parents are now invited on campus for quarterly award assemblies. In addition, per parent request, they want to be part of the escalation management process, so the team is increasing parent square messages, phone calls, and inviting parents on campus if they want to help manage their children’s behaviors alongside staff.

In addition, BCBA and Counselor have collaborated to host additional parent engagement opportunities, including at back-to-school, career day, and open house.

5.3:
Each month, attendance rates are calculated for each student. If the student meets the monthly goal, they are invited to participate in the attendance party. Each attendance party has a student-selected treat and activity. Students provide feedback on what type of party they would like through reinforcer surveys and through conversation. In addition, at the end of each quarter, students who have met the district attendance criterion of 96% for that quarter are awarded a certificate. As of the month of April, 55% of our students were consistently meeting our attendance goals.

Next year, CDS will be diversifying how students are motivated and reinforced regarding attendance.

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.

MCSD will be moving the Community Day School Program to a location just off the Chenoweth Elementary School Campus. The new location will afford the staff the ability to better transition students into a comprehensive school site as children improve their behavior.

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	Social-Emotional Supports	MCSD will provide social-emotional supports for students enrolled at its Community Day School (CDS) in order for students to meet their behavioral, attendance, and academic goals.	$51,697.00	No
5.2	Parent Involvement	CDS will develop a quarterly newsletter in order to communicate school behavior expectations, strategies for at-home discipline, self-regulation, and attendance. The newsletter will also seek input and feedback from parents by way of a brief survey.	$0.00	No
5.3	Student Attendance Plan	CDS will implement an attendance plan to include student and class recognition in order to celebrate meeting specific schoolwide goals.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$41,310,988.00	$4,974,497

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.791%	0.314%	$371,649.00	34.105%

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
1.2	**Action:** Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports **Need:** Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to strategically intervene to increase student achievement across the district with Intervention Teachers and Instructional aides, and the materials to drive the instruction. The action may serve other student groups that indicate a need for the service described in efforts to provide	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA; CAASPP - Mathematics; CAST; Summative ELPAC; District Progress Assessment (DPA) - Reading; and/or,

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 Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG): Intervention Teachers (18) & Intervention Instructional Assistants (18) MCSD LCAP Goal 1, Action 2 & LREBG Action Providing intervention teachers in California elementary school districts is strongly supported by research demonstrating the effectiveness of targeted, individualized instruction for students struggling to meet academic standards. Studies, such as those highlighted by the National Center on Intensive Intervention (NCII), show that specialized intervention delivered by trained professionals significantly improves outcomes for students with learning difficulties, preventing achievement gaps from widening. This focused support addresses specific academic deficits, ensuring that all students have the opportunity to succeed and aligning with the district's commitment to equitable educational practices.	a systematic approach to providing equitable access to strategic services.	DPA - Mathematics

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
	MCSD will use District Progress Assessments for Reading to track the progress of students participating in interventions. $4,295,095 **Scope:**		
1.3	**Action:** Retaining High-Quality Staff **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus on retaining and maintaining high-quality staff to ensure the students receive the best instruction, in the best environments, with the most highly qualified staff in order to strategically intervene to increase student achievement across the district. The action may serve other student groups that indicate a need for the service described. The action will provide MCSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not be limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago'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
			5Essentials Survey will be used in their place.
1.4	**Action:** Science, Technology, Engineering, Arts, and Mathematics (STEAM) **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to provide STEAM-based activities including, but not limited to art, music, and Career-technical opportunities. These opportunities will provide engaging activities to inspire students to pursue their interests. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics
1.6	**Action:** Teacher Resources **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus resources to drive the curricula that includes, but not limited to professional development and instructional materials. The action may serve other student groups that	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC

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
	that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	District Progress Assessment (DPA) - Reading DPA - Mathematics
1.7	**Action:** Expanded Learning Opportunities **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students). The action will ensure all MCSD students have access to resources and opportunities that allow them more time to learn. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics

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		
1.8	**Action:** Technology **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students). The action will provide the infrastructure necessary for all MCSD students to interact with information, knowledge, core adoptions, and supplemental programming. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics
1.9	**Action:** Professional Development **Need:** Identified Need: Per the California School Dashboard results published in December 2023, this action will	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) will provide MCSD staff opportunities to refine teaching practices in order to engage and deliver high quality instruction on a daily basis. The action	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics CAST Summative ELPAC

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
	serve the many schools and student groups that were underperforming (Very Low/Red) in English Language Arts (ELA), Mathematics, and/or on the English Learner Performance Indicator (ELPI). MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform at very low levels on the CAASPP. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	District Progress Assessment (DPA) - Reading DPA - Mathematics
2.1	**Action:** Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS) **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will support all MCSD students' social-emotional development so that they are ready to be successful progressing through content standards. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports; California School Dashboard: Chronic Absenteeism Indicator and/or, California School Dashboard: Suspension Rate Indicator.

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
	Contracted Mental Health Supports MCSD LCAP Goal 2, Action 1 Effective clinical mental health supports for students in a California elementary school district are crucial for fostering well-being and academic success. Research indicates that school-based mental health services, such as those integrated within a Multi-Tiered System of Supports (MTSS) framework, can significantly improve student mental health outcomes and reduce barriers to care (California Student Mental Health Implementation Guide, 2024). These comprehensive approaches, including prevention, early intervention, and intensive services, help address a range of student needs, from social-emotional development to serious mental health conditions. MCSD will use suspension rates and/or attendance rates to track the progress of students who receive support from the contracted services $60,000 **Scope:** LEA-wide		
2.2	**Action:** Safe Schools and Healthy Students **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will engage all MCSD students in order to promote positive attendance and peer-to-peer interactions while at school. The action may serve other student groups that indicate a need for the service	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports

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
	rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	described in efforts to provide a systematic approach to providing equitable access to strategic services.	California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place.
2.3	**Action:** Student Wellness **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will support all MCSD students' social-emotional and physical health. Specifically, it will fund health assistants, counselors, and psychologists. It will also promote positive peer-to-peer interactions and seek to provide the supports our students may need to successfully master content standards. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the

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
			University of Chicago's 5Essentials Survey will be used in their place.
2.4	**Action:** Middle School Sports **Need:** Per the California School Dashboard results published in December 2023, there are student groups and school sites with high chronic absenteeism and high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to be chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will engage all MCSD students in order to promote positive attendance and peer-to-peer interactions while at school. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place.
3.1	**Action:** Community Outreach **Need:** Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts and Mathematics, are chronically absent, and/or have high	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to connect families to the district. The action will ensure that all MCSD parents can access school information in order to fully participate with their child's education. The action may serve other student groups that indicate a	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC

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
	suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform lower on the CAASPP and are chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide	need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place.
3.2	**Action:** Communication **Need:** Per the California School Dashboard results published in December 2023, many student groups are underperforming in English Language Arts and Mathematics, are chronically absent, and/or have high suspension rates. MCSD Socioeconomically Disadvantaged, English Learners, and Foster Youth continue to perform lower on the	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide a variety of ways all MCSD families can access district and/or school based information in a timely manner. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics

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
	CAASPP and are chronically absent and suspended at higher rates than their peers. For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:** LEA-wide		Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place.
4.1	**Action:** Recruitment, Hiring, and Retention of Diverse Staff **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will seek to hire staff that is reflective of our MCSD student body. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports

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
	subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**		California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place. MCSD Equity Survey
4.2	**Action:** Student Success Coordinator **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document.	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will focus staff to strategically intervene to increase student achievement across the district. The action will provide an MCSD staff member to focus on the identified students within the group in order to ensure their success. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator

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:		California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place. MCSD Equity Survey
4.3	**Action:** Staff Training **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide a long-term approach to systemically provide diversity, equity, and inclusionary training to all MCSD staff. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator

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
			California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place. MCSD Equity Survey
4.4	**Action:** Student Mentorship **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide identified students within the group tutoring and/or mentoring opportunities. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent

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
			Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place. MCSD Equity Survey
4.5	**Action:** Differentiated Instruction **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide professional development opportunities to learn more about differentiated instruction in order to engage all learners. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago'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
			5Essentials Survey will be used in their place. MCSD Equity Survey
4.6	**Action:** Advisory Committees **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will provide a team of educational partners to provide input and feedback on the implementation of Goal 4's actions. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey have been suspended, and the University of Chicago's 5Essentials Survey will be used in their place. MCSD Equity Survey

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
4.7	**Action:** Equity Survey **Need:** Per the California School Dashboard results published in December 2023, Merced City School District's Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth students have been underperforming in the areas of English Language Arts and Mathematics compared to their peers on the California Assessment of Student Performance and Progress (CAASPP). For specific information on the underperforming subgroups, please refer to the Reflections: Annual Performance section beginning on page 14 of this document. **Scope:**	The LEA-wide action is developed to serve the needs of Merced City School District (MCSD) Socioeconomically Disadvantaged, Foster Youth, and English learners (unduplicated students) and will identify any systemic strengths and/or weaknesses that impact student achievement. The action may serve other student groups that indicate a need for the service described in efforts to provide a systematic approach to providing equitable access to strategic services.	Metrics to monitor effectiveness will include, but not limited to: CAASPP - ELA CAASPP - Mathematics Summative ELPAC District Progress Assessment (DPA) - Reading DPA - Mathematics Monthly, District-based Student Information System (SIS), or AERIES, reports California School Dashboard: Chronic Absenteeism Indicator California School Dashboard: Suspension Rate Indicator MCSD Equity Survey

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.

All 18 MCSD schools meet the threshold of 55 percent or more low-income, English learner (EL), and/or foster youth. Therefore, Merced City School District plans to utilize additional concentration grant add-on funding in the 2026-2027 school year to increase direct services staff for Unduplicated students.
Merced City School District will continue to provide the following resources listed below:

9 School Counselors, current district total is 18; Goal 2, Action 3
1 Nurse plus 1 addtional Nurse to bring the district total to 9; Goal 2, Action 3
1 School Psychologist plus 2 additional to bring the district total to 14; Goal 2, Action 3
1 Social Worker to bring the district total to 4; Goal 2, Action 1
2 Teacher Librarians to bring the district total to 9; Goal 1, Action 2
4 Resource Specialists; Goal 1, Action 3
2 Special Day Class Teachers; Goal 1, Action 3
1 Pre-school Resource Specialist; Goal 1, Action 4
MCSD will continue to maintain increased hours of service provided by 18 Health Assistants.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	256 Instructional Aides provide support to 10,870 TK-8th grade students; 1 instructional aide:42.5 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	TK-3: 1:24; 4-8: 1:34

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	$122,256,114.00	$41,310,988.00	33.791%	0.314%	34.105%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$121,368,290.00	$58,480,012.00	$669,985.00	$8,699,536.00	$189,217,823.00	$154,494,631.00	$34,723,192.00

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	Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction	All	No			All Schools	2024-2027	$79,632,302.00	$0.00	$79,632,302.00	$0.00	$0.00	$0.00	$79,632,302.00	
1	1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	All	No			All Schools	2024-2027	$21,435,527.00	$2,487,085.00	$16,113,183.00	$5,480,986.00	$0.00	$2,328,443.00	$23,922,612.00	
1	1.3	Retaining High-Quality Staff	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,435,146.00	$1,255,365.00	$2,145,039.00	$736,735.00	$0.00	$808,737.00	$3,690,511.00	
1	1.5	District-Wide Achievement Via Individual Determination (AVID)	All	No			All Schools	2024-2027	$0.00	$216,792.00	$0.00	$0.00	$0.00	$216,792.00	$216,792.00	
1	1.6	Teacher Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$467,533.00	$337,083.00	$0.00	$0.00	$130,450.00	$467,533.00	
1	1.7	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,851,248.00	$21,064,177.00	$1,465,870.00	$30,444,727.00	$0.00	$1,004,828.00	$32,915,425.00	
1	1.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,804,665.00	$2,852,680.00	$5,647,953.00	$0.00	$0.00	$9,392.00	$5,657,345.00	
1	1.9	Professional Development	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$1,722,372.00	$885,904.00	$1,366,258.00	$0.00	$0.00	$1,242,018.00	$2,608,276.00	

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										
1	1.10	English Learners	All	No			All Schools	2024-2027	$127,670.00	$101,749.00	$0.00	$0.00	$0.00	$229,419.00	$229,419.00	
1	1.11	Special Education	Students with Disabilities	No			All Schools	2024-2027	$16,676,620.00	$2,048,495.00	$0.00	$16,577,810.00	$0.00	$2,147,305.00	$18,725,115.00	
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,958,093.00	$755,775.00	$3,439,396.00	$224,511.00	$0.00	$49,961.00	$3,713,868.00	
2	2.2	Safe Schools and Healthy Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,455,612.00	$476,925.00	$916,264.00	$2,016,273.00	$0.00	$0.00	$2,932,537.00	
2	2.3	Student Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,369,224.00	$210,860.00	$8,949,046.00	$961,053.00	$669,985.00	$0.00	$10,580,084.00	
2	2.4	Middle School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$146,960.00	$163,323.00	$310,283.00	$0.00	$0.00	$0.00	$310,283.00	
3	3.1	Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,134,767.00	$0.00	$574,771.00	$344,223.00	$0.00	$215,773.00	$1,134,767.00	
3	3.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$387,249.00	$63,347.00	$450,596.00	$0.00	$0.00	$0.00	$450,596.00	
3	3.3	Family Engagement	All	No			All Schools	2024-2027	$64,283.00	$131,537.00	$0.00	$0.00	$0.00	$195,820.00	$195,820.00	
4	4.1	Recruitment, Hiring, and Retention of Diverse Staff	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$12,694.00	$0.00	$0.00	$6,347.00	$0.00	$6,347.00	$12,694.00	

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
4	4.2	Student Success Coordinator	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$228,502.00	$0.00	$0.00	$114,251.00	$0.00	$114,251.00	$228,502.00	
4	4.3	Staff Training	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	Student Mentorship	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$0.00	$1,521,399.00	$0.00	$1,521,399.00	$0.00	$0.00	$1,521,399.00	
4	4.5	Differentiated Instruction	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.6	Advisory Committees	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$0.00	$20,246.00	$20,246.00	$0.00	$0.00	$0.00	$20,246.00	

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
4	**4.7**	Equity Survey	Black/ African American, Long-Term English Learners, Students with Disabilities, Homeless, and Foster Youth	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.1**	Social-Emotional Supports	All	No			Specific Schools: Community Day School	2024-25	$51,697.00	$0.00		$51,697.00			$51,697.00	
5	**5.2**	Parent Involvement	All	No			Specific Schools: Community Day School		$0.00	$0.00		$0.00			$0.00	
5	**5.3**	Student Attendance Plan	All	No			Specific Schools: Community Day School		$0.00	$0.00		$0.00			$0.00	

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
$122,256,114.00	$41,310,988.00	33.791%	0.314%	34.105%	$25,602,559.00	0.000%	20.942 %	**Total:**	$25,602,559.00
								LEA-wide Total:	$25,602,559.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,145,039.00	
1	**1.6**	Teacher Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$337,083.00	
1	**1.7**	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,465,870.00	
1	**1.8**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,647,953.00	
1	**1.9**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,366,258.00	
2	**2.1**	Multi-Tiered Systems of Support (MTSS) - Positive	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,439,396.00	

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 (%)
		Behavior Interventions and Supports (PBIS)						
2	**2.2**	Safe Schools and Healthy Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$916,264.00	
2	**2.3**	Student Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,949,046.00	
2	**2.4**	Middle School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,283.00	
3	**3.1**	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$574,771.00	
3	**3.2**	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,596.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$181,960,793.00	$176,520,524.00

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**	Multi-Tiered System of Supports (MTSS): Tier 1 - High Quality First Instruction	No	$79,261,991.00	$78,535,196.00
1	**1.2**	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	Yes	$22,837,595.00	$22,975,005.00
1	**1.3**	Retaining High-Quality Staff	Yes	$1,000.00	$0.00
1	**1.4**	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	Yes	$3,600,617.00	$3,865,959.00
1	**1.5**	District-Wide Achievement Via Individual Determination (AVID)	No	$511,500.00	$513,408.00
1	**1.6**	Teacher Resources	Yes	$579,017.00	$389,567.00
1	**1.7**	Expanded Learning Opportunities	Yes	$25,340,995.00	$19,799,754.00
1	**1.8**	Technology	Yes	$7,354,750.00	$4,552,818.00
1	**1.9**	Professional Development	Yes	$3,296,618.00	$3,683,409.00
1	**1.10**	English Learners	No	$251,252.00	$664,685.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Special Education	No	$17,340,045.00	$18,771,712.00
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	Yes	$3,772,117.00	$3,916,331.00
2	2.2	Safe Schools and Healthy Students	Yes	$3,996,143.00	$4,622,394.00
2	2.3	Student Wellness	Yes	$10,693,829.00	$10,666,082.00
2	2.4	Middle School Sports	Yes	$293,709.00	$315,010.00
3	3.1	Community Outreach	Yes	$798,775.00	$816,026.00
3	3.2	Communication	Yes	$438,014.00	$532,798.00
3	3.3	Family Engagement	No	$174,801.00	$185,543.00
4	4.1	Recruitment, Hiring, and Retention of Diverse Staff	Yes	$12,682.00	$12,842.00
4	4.2	Student Success Coordinator	Yes	$226,586.00	$231,159.00
4	4.3	Staff Training	Yes	$7,396.00	$7,396.00
4	4.4	Student Mentorship	Yes	$1,109,530.00	$1,367,769.00
4	4.5	Differentiated Instruction	Yes	$100.00	$0.00
4	4.6	Advisory Committees	Yes	$10,196.00	$23,994.00

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)
4	**4.7**	Equity Survey	Yes	$1,000.00	$21,132.00
5	**5.1**	Social-Emotional Supports	No	$50,535.00	$50,535.00
5	**5.2**	Parent Involvement	No	$0.00	$0.00
5	**5.3**	Student Attendance Plan	No	$0.00	$0.00

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)
$40,606,880.00	$42,248,777.00	$40,235,231.00	$2,013,546.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Multi-Tiered System of Supports (MTSS): Tier 2 and 3 - Strategic and Intensive Interventions and Supports	Yes	$15,565,737.00	$15,072,960.00		
1	1.3	Retaining High-Quality Staff	Yes	$1,000.00	$0.00		
1	1.4	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	Yes	$2,207,789.00	$2,207,429.00		
1	1.6	Teacher Resources	Yes	$335,999.00	$265,401.00		
1	1.7	Expanded Learning Opportunities	Yes	$1,933,654.00	$1,765,909.00		
1	1.8	Technology	Yes	$5,959,664.00	$2,719,800.00		
1	1.9	Professional Development	Yes	$1,451,681.00	$1,435,914.00		
2	2.1	Multi-Tiered Systems of Support (MTSS) - Positive Behavior Interventions and Supports (PBIS)	Yes	$3,470,759.00	$3,742,855.00		
2	2.2	Safe Schools and Healthy Students	Yes	$807,525.00	$2,587,041.00		
2	2.3	Student Wellness	Yes	$9,188,826.00	$9,034,632.00		

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)
2	**2.4**	Middle School Sports	Yes	$293,709.00	$315,010.00		
3	**3.1**	Community Outreach	Yes	$575,428.00	$593,819.00		
3	**3.2**	Communication	Yes	$438,014.00	$441,939.00		
4	**4.1**	Recruitment, Hiring, and Retention of Diverse Staff	Yes	$100.00	$0.00		
4	**4.2**	Student Success Coordinator	Yes	$100.00	$0.00		
4	**4.3**	Staff Training	Yes	$7,396.00	$7,396.00		
4	**4.4**	Student Mentorship	Yes	$100.00	$0.00		
4	**4.5**	Differentiated Instruction	Yes	$100.00	$0.00		
4	**4.6**	Advisory Committees	Yes	$10,196.00	$23,994.00		
4	**4.7**	Equity Survey	Yes	$1,000.00	$21,132.00		

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)
$118,248,933.00	$40,606,880.00	0.00%	34.340%	$40,235,231.00	0.000%	34.026%	$371,649.00	0.314%

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 32526(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 32526(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 32526(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 32526(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 32526(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 32526(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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