LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monrovia Unified School District

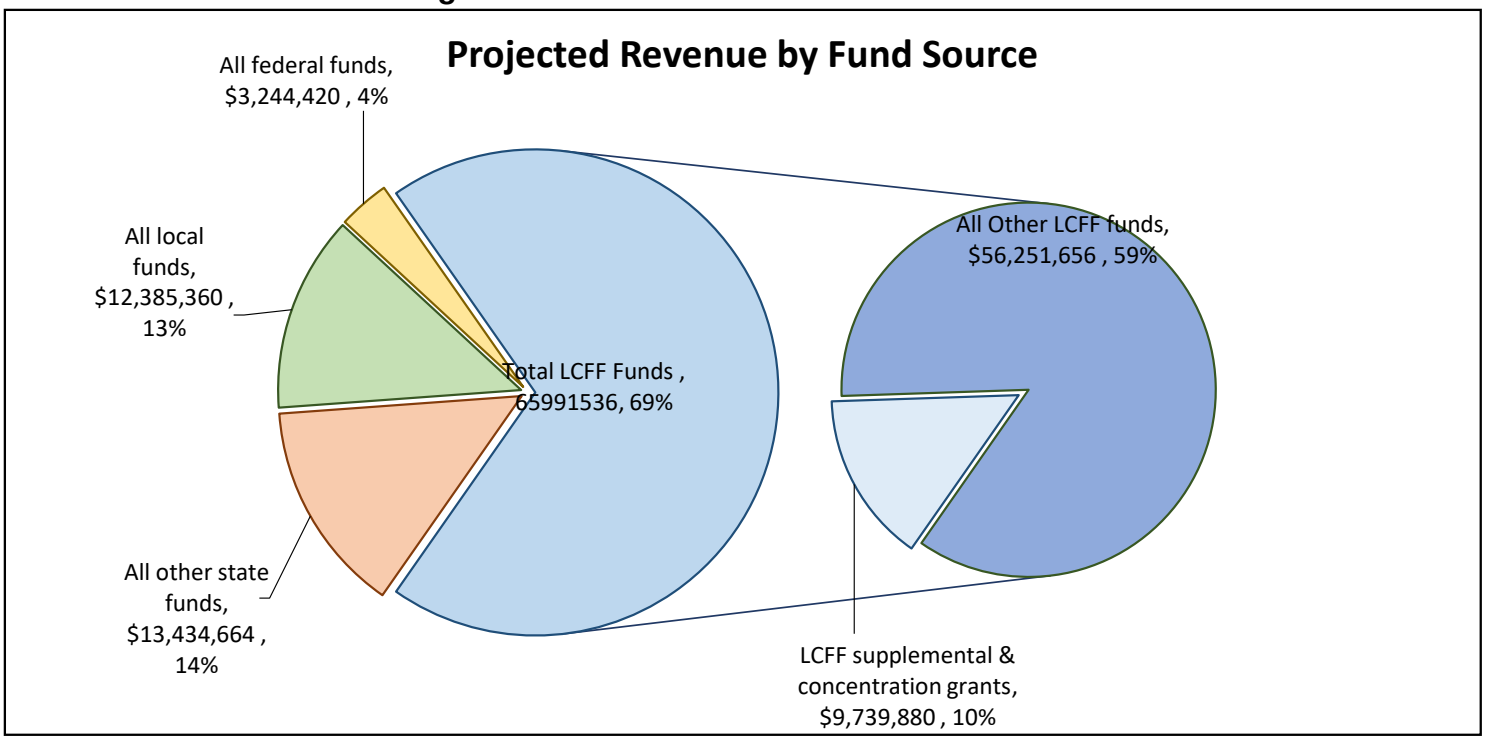
CDS Code: 19-64790-0000000

School Year: 2026-2027

LEA contact information: Scott Moses, Director Educational Services, smoses@monroviaschools.net

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 2026-2027 School Year

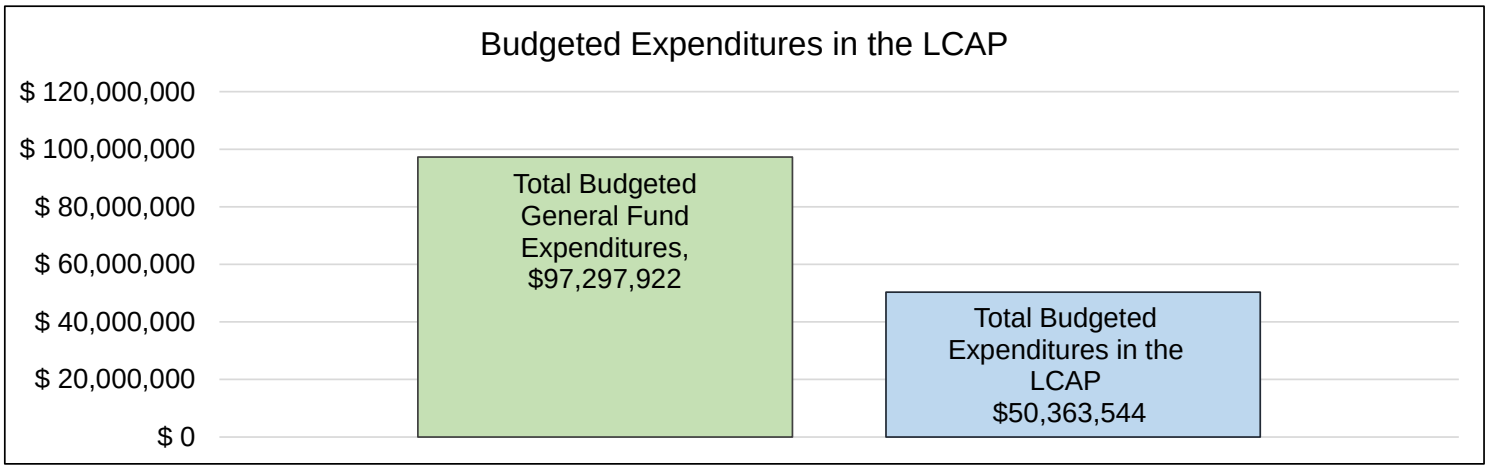


This chart shows the total general purpose revenue Monrovia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monrovia Unified School District is $95,055,980.00, of which $65,991,536.00 is Local Control Funding Formula (LCFF), $13,434,664.00 is other state funds, $12,385,360.00 is local funds, and $3,244,420.00 is federal funds. Of the $65,991,536.00 in LCFF Funds, $9,739,880.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Monrovia Unified School District plans to spend for 2026-2027. 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: Monrovia Unified School District plans to spend $97,297,922.00 for the 2026-2027 school year. Of that amount, $50,363,544.00 is tied to actions/services in the LCAP and $46,934,378.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

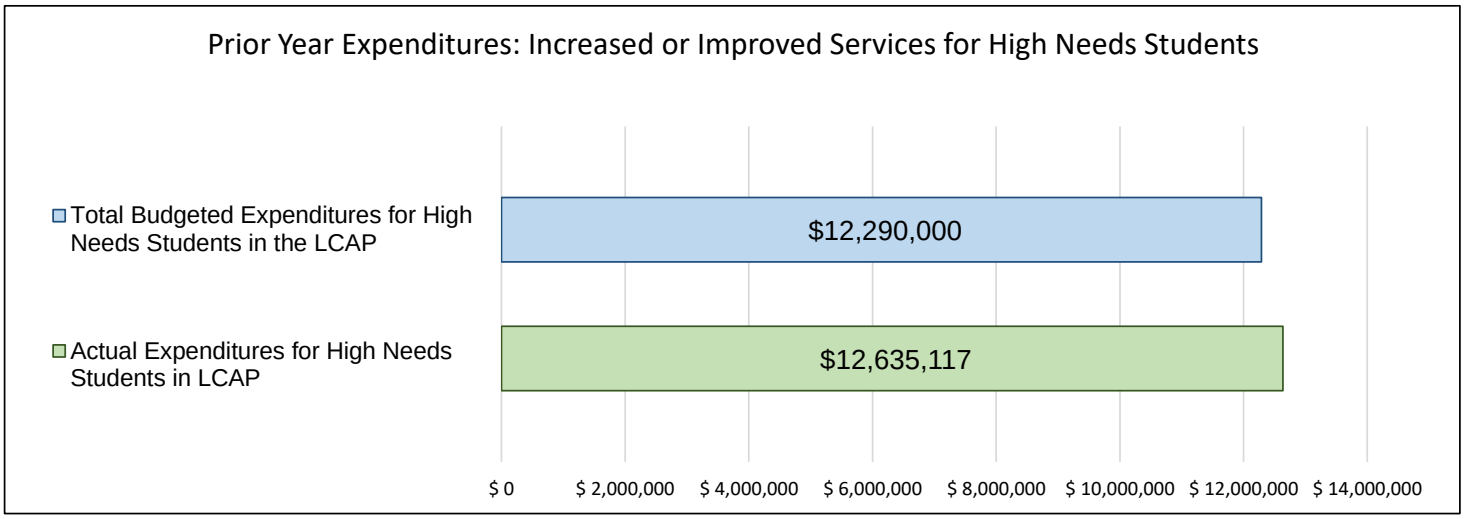
The General Funds facilitate numerous district operation and education serivdes. The expenses not inlcuded in the Local Control and Accountability Plan (LCAP) are instructional programs, salaries and benefits for both certificated and classified staff, administrative services, utilities, transportation, technology infrastructure, maintanance and operations, insurance, contribution to special education, and various other operational costs required for daily function of the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Monrovia Unified School District is projecting it will receive $9,739,880.00 based on the enrollment of foster youth, English learner, and low-income students. Monrovia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Monrovia Unified School District plans to spend $14,580,345.00 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 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Monrovia Unified School District's LCAP budgeted $12,290,000.00 for planned actions to increase or improve services for high needs students. Monrovia Unified School District actually spent $12,635,117.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Monrovia Unified	Scott Moses Director of Educational Services K-12	smoses@monroviaschools.net 6264712044

Plan Summary 2026-2027

General Information

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

The Monrovia Unified School District (MUSD) is located in the foothill community of Monrovia, a historic 138-year-old city in the northeast San Gabriel Valley. MUSD is deeply committed to devoting its energy, resources, and support to provide academically rigorous educational programs. By working actively and cooperatively as students, staff, parents, and community members, the district fosters the maximum development of each student's potential in a challenging, safe, orderly, and positive learning environment. Guided by a shared vision from our Board of Education and Superintendent, MUSD strives to be an exemplary school district by empowering all students to reach their highest potential through innovative, engaging, and personalized learning experiences. To support continuous and lifelong learning across our community, MUSD operates12 distinct school facilities: Early Learning Center, five Elementary Schools, one middle School, a Comprehensive High School, two Alternative Schools and a Community Adult School. MUSD proudly serves a diverse community of just under 5,000 students. Our student body reflects various cultural backgrounds, with ethnic enrollment distributed as follows:63.3% Hispanic15.5%, White, 8.1% Asian American, 4.5% African American, 2.4% Filipino, 5.3% Two or More Races. Under the Local Control Funding Formula (LCFF) framework, MUSD utilizes its state resources to provide targeted quality service and equitable support to address the unique needs of our unduplicated student groups and high-need populations: 63.0% Socioeconomically Disadvantaged students, 11.0% English Learners (EL), 2.4% Homeless Youth, 0.5% Foster Youth. Through this LCAP strategic framework, these foundational baseline metrics directly inform our district-wide goals, resource allocations, and specific actions aimed at closing equity gaps and maximizing academic achievement for all students.

Coming into the 2022-23 school year, Monrovia was faced with a budget impact due to declining enrollment, so our district developed a seven year strategy plan along with a fiscal stabilization plan. As we have continued to implement our fiscal stabilization plan, our first year addressed staff reductions and included consolidating our Dual Language programs to individual service schools and placing our Mandarin and Spanish programs at single sites. Also part of our plan to meet our student needs and improve our academics was a comprehensive adoption of math curriculum and support for our entire TK-12 population. We also have developed task forces to analyze, review and develop strategic plans for our Dual Language Pathways, English Language Learners, and vertical articulation teams addressing our mathematics instruction and progress across our grade levels. We are also planning a technology stakeholder group to address the ever changing landscape of technology, social media, computer screen time and artificial intelligence. We are planning a final stakeholder team to address our commitment to visual and performing arts. Our major focus coming into the 2026-27 school year, is the consolidation of our two middle schools into one site. This has been a year-long process, involving all educational partners, reviewing data, gathering input, developing a structural plan and timeline that is sensitive to all of our staff, students and families. We have dedicated time to ensuring a smooth transition as we move to one singular service middle school site.

Based on the 2025 CA Dashboard, Canyon Oaks High School and Mountain Park were identified to receive Equity Multiplier funds. Pursuant to Education Code 42238.024, Canyon Oaks High School and Mountain Park School were identified with the Monrovia Unified School District to receive Equity Multiplier funding in order to provide evidence-based services and support for students.

Reflections: Annual Performance

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

Reflection of 2025 CA Dashboard results
While continuing to maintain our district wide math results, we still remain below the standard and will increase awareness and intervention aimed at math improvement. We also continue to need to target specific student groups including EL's, Long Term English Language Learners, and Students with Disabilities.
Based upon the 2025 California School Dashboard results, our district has performed at the lowest performance level on the following state indicators:

Lowest performance level in English Language Arts achievement:
MUSD Long-Term English Learners
86.3 points below standard
Declined 13.6 Points
MUSD Students with Disabilities
101.5 points below standard
Declined 14.6 Points

Lowest performance level in Mathematics achievement:
MUSD Students with Disabilities
134.3 points below standard
Declined 12.1 Points

Lowest performance level in Suspension Rate achievement:
MUSD Foster Youth
MUSD Long Term English Language Learners

To address these challenges we are incorporating a number of targeted actions in the LCAP, including:
- Improving and increasing opportunities for academic intervention (Goal 1, Actions 5 & 9)
- Increasing and improving strategies to build students' sense of connection, engagement, and well-being (Goal 3, Actions 1, 2, 3, 4, 6, 9, & 10)
- Providing professional development for teachers and staff to refine instructional practices in ELA, math, and ELD (Goal 2, Actions 1, 2, & 3)
- Providing professional development for teachers and staff to foster stronger relationships with students and families (Goal 2, Actions 1 & 2)
- Expanding services (e.g., counseling) to support the social-emotional needs of students (Goal 3, Actions 3, 8, 9, & 10)
- Targeting and supporting English Language Learners and focus on LTEL intervention (Goal1, Actions 1, 3 & 8)

Successes (review of second year reflection)
Our efforts to address the needs of our students has led to significant progress and a number of successes.
We had commendable progress in reducing chronic absenteeism, with a reduction from 24.5% (2023) to 16.2% (2024) and we are maintaining that average in the 2025-26 school year. We have improved from eleven identified as red on the CA Dashboard in lowest performing groups in chronic absenteeism by 2023 to zero groups identified in red on the dashboard reporting from 2025. Our average daily attendance has remained at a fairly high level of 94% on average over the past two years, continually moving towards our target of 95%.
Five of the six schools that had been identified for Additional Targeted Support and Improvement (ATSI) in2022-23 have met the criteria to exit that status. Student achievement in ELA and Math have remained relatively stable based on the 2025 Dashboard and we still continue to address the challenges of increasing the progress of students with disabilities. However, we have seen continued annual growth in achievement on local assessments (i-Ready) during the 2025-26 school year with a 6% growth in math and a 1% growth in English Language Arts.
Based upon our 2025 dashboard results, we have seen a positive increase in English Language Arts progress. According to the CA Dashboard results, in ELA, our entire district moved to the green band with an increase of 4.6 points, placing us 10.7 points above standard. Our English Learner Progress also reflected progress moving to district-wide green, with 52.1% progress and increasing by 2.6%, with no students identified in red.
Monrovia High School continued improvement in addressing the needs of our Long Term English Language Learners, decreasing 2.8% from our initial baseline. Monrovia High also increased with 4% growth in English performance from 56% to 60% meeting or exceeding in 2024-25 and increased with 2% growth in Math performance from 28% to

30% meeting or exceeding in 2024-25. Monrovia High School continued to maintain a graduation rate of over 95%, which included all of our targeted groups including English Learners, Students with Disabilities and Socioeconomically Disadvantaged. Our High School suspension rates reduced to 1.62% achieving landing below our three year goal of 2.5% or lower
District-wide for English Language Learner progress, we maintained another year of growth with ELA results improving just under 0.5% and Math improving just over 0.5%.

According to the 2023 CA Dashboard the following groups were identified as the Lowest Performing Student Groups (2023 Dashboard)
Based upon the 2023 California School Dashboard, the areas our district has performed at the lowest performance level on the following state indicators:
Lowest performance level in English Language Arts achievement:
Bradoaks English learners
MUSD Students with disabilities
Monroe students with disabilities
Wild Rose English learners
Clifton students with disabilities

Lowest performance level in Mathematics achievement:
MUSD African American students
Monroe students with disabilities
MHS students with disabilities
Santa Fe Hispanic students

ELA and Math performance will be addressed with the following actions:
Goal 1 Actions 1, 3, 5, 6, 7, 8; Goal 2 Actions 1, 2, 3; Goal 3 Actions 4, 5, 8

Lowest performance level in Suspension Rate:
MUSD Foster students
MUSD homeless students
Santa Fe students with disabilities
Santa Fe White students
MHS homeless students

Suspension rate performance will be addressed with the following actions:
Goal 1 Action 8; Goal 2 Actions 1, 3; Goal 3 Actions 3, 4, 5, 9, 10; Goal 4 Actions 2,3

Lowest performance level for Chronic Absenteeism:
MUSD homeless students
Bradoaks students with disabilities
Bradoaks White students
Mayflower English learners
Monroe all students
Monroe English learners
Monroe low income students
Monroe Hispanic students
Wild Rose all students
Wild Rose low income students
Wild Rose students with disabilities
Wild Rose Hispanic students

Chronic Absenteeism rate performance will be addressed with the following actions:
Goal 1 Action 8; Goal 2 Actions 1, 3; Goal 3 Actions 3, 4, 5, 9, 10; Goal 4 Actions 2, 3

Learning Recovery Education Block Grant
MUSD will have unexpended Learning Recovery Education Block Grant (LREBG) funds for the 2026-27 school year.
The following will be partially funded with LREBG funds: Goal 1 Action 8 Interventionists will be funded. Expanding interventionist roles to language arts and mathematics will provide targeted support and will allow for increased individualized and small group instruction. The expansion of interventionists will support targeted instruction, effective homogenous grouping and provide necessary interventions in academics. The goal is to help provide the necessary intervention to help all students improve in core academics. Based upon needs assessment and data, increased intervention support is a priority.

Reflections: Technical Assistance

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

Based upon the 2025 Dashboard, MUSD is not eligible for Year 1 Differentiated Assistance. However, the district remains qualified for Year2 Differentiated Assistance (DA) based on the performance of the Long-Term ELs for CAASPP results (ELA identified red; Math identified red) and Suspension Rate. Among Students with Disabilities CAASPP results (ELA identified in orange; math identified in red and College and Career Indicator). These areas of differentiated assistance will be addressed by the following: Goal 1 Actions 1, 3, 6, 7, 8; Goal 2 Actions 2, 3; Goal 3 Actions 3, 4, 5, 9, 10 and Goal 4 Action 3.
In comparison from our 2023 baseline indicators MUSD identified groups in the lowest performance (red band) as follows- ELA: Students with disabilities and EL's at four sites; Math: African American Students, and Students with Disabilities at three sites; Suspension Rate: Foster Students, Homeless Students, Students with Disabilities; Chronic Absenteeism: Homeless Students, Students with Disabilities, English Language Learners, White Students, Socioeconomically Disadvantaged Students at various sites. As of our 2025 Dashboard indicators, we have significantly reduced various groups identified in the lowest performing (red) band. Language Arts: Long Term English Language Learners and Students with Disabilities; Math: Students with Disabilities; Suspension Rate: Foster Youth and Long Term English Language Learners; Chronic Absenteeism: Zero groups identified. This is the result of stability within our district leadership roles, targeted focus and strategies addressing academic, behavioral and attendance issues. Through increased targeted goals and ongoing monitoring, expanded engagement with families and improved communication, we have reduced several target groups who had initially been identified in the CA Dashboard in the lowest performance levels. We have approached with a full commitment and training implementing the Multi-Tiered System of Support (MTSS) model, with a focus on PBIS across all campuses and training in McKinney-Vento and community outreach. With a targeted focus and review of dashboard results, we continue to achieve positive results in reducing our suspension rate among our identified homeless population, and reducing chronic absenteeism to zero for all student groups.
Based upon the 2024 Dashboard, MUSD qualified for Differentiated Assistance (DA) due to the rates of chronic absenteeism and suspension for Long Term English Language Learners and Special Education groups. LTEL's are at the red band with 72.8 points below standard in ELA and 174.5 points below standard in mathematics, and 11.3% suspended at least one day. Students with disabilities are identified in the red band in mathematics at 122.3 points below the standard.
Based upon the 2025 Dashboard, MUSD qualified for Differentiated Assistance (DA) in the following areas: English Language Arts- Long-Term English Learners86.3 points below standard Declined 13.6 Points, Students with Disabilities 101.5 points below standard, Declined 14.6 Points; Mathematics- Students with Disabilities 134.3 points below standard Declined 12.1 Points. Suspension Rate- Foster Youth Increased 10.3%, Long Term English Language Learners Increased 1.1%..
MUSD will continue to sustain and expand the Multi-Tiered Multi-Dimensional Systems of Support (MTMDSS) model, with a focus on targeted groups, and consistent monitoring, through Coordination of Services Teams (COST) being developed at each site. These teams, consisting of administration, counselors, attendance clerks, psychologists, special education providers and other wraparound services will meet consistently, monitor progress and provide appropriate outreach and interventions as necessary. We will continue to address these concerns, using strategies including consulting with LACOE specialists, attending relevant workshops, and collaborating with neighboring districts. Our Student Support Services department will continue to refine programs to better meet the needs of the homeless student group, including: improved outreach from our counselors and intervention providers; home wellness checks with our safety resource officer and increasing wellness center access in our secondary school sites; increased opportunities to connect and engage with families experiencing homelessness; improved communication to connect families with community resources. Our Special Education Department has taken steps to improve inclusion practices and support with increased Board Certified Behavior Analysts being staffed. Educational Services is focusing on improvement of ELD practices, strategies, training and reducing Long Term English Language Learners with newly adopted newcomer and ELD curriculum, including new systems of initial assessment and interventions for EL's initially.
Based on the 2025 Dashboard, our ELPI for LTELs is in the green band with 62.5% making progress. This is an increase of 6.6%.Our LTEL chronic absenteeism is now in the orange band with 21.5% of 65 students. This is a decrease of 4.9%. Students with disabilities also declined by 2.1% with only 21.8% of students being chronically absent.
LTEL's are still in the red band with 86.3 points below standard in ELA (declined 13.6 points) and 156 points below standard in mathematics (increase of 18.5pts), and 12.4% suspended at least one day which is a 1.1% increase from 2024.
347 students were identified as having disabilities. They scored 134.3 points below standard with a decline of 12.1 points (still in the red) for Mathematics. There were 349

students identified with disabilities and scored 101.5 points below the standard which is a decline of 14.6 points (still in the red) for ELA.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Educational Services department met with all statutorily required educational partners.	The process for Educational Partner Engagement occurred over the course of the academic year. Invitations for educational partner engagement were ongoing throughout the year (Sep-May) through inter-personal, online and survey based methods. Meetings were informational, collaborative and interactive. Universal and site data was reviewed, needs assessments were conducted, and opportunity for review of our current state and recommendations for our ideal state were documented, based upon the framework of our four major goals. To engage educational partners in developing the LCAP, the Educational Services department met with all statutorily required educational partners. Meetings were advertised and scheduled at various times to increase participation and access. Groups that were consulted included: Teachers, Certificated and Classified Staff, including association representatives, Students in grades 4-12, Site and district administrators, parents and community members.
District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), SELPA	The MUSD DAC met four times a year from September to May 2026. At meetings data was reviewed, outcomes shared and feedback was collected from each group. The draft plan was presented to the District Parent Advisory Committee (DAC) and the EL Parent Advisory committee (DELAC). Comments and questions submitted to the superintendent received written replies. A public hearing meeting was scheduled prior to the LCAP adoption date. The public was made aware of this meeting via the district website. The plan was adopted at a subsequent meeting where the annual budget and the local indicators were also adopted and shared. The Public Hearing was on June 10, 2026. The LCAP Adoption was on June 24, 2026. District Advisory Committee (DAC) which is composed of parent representatives from each site representing students with disabilities, English Learners, and students eligible for free and reduced meals. The DAC also includes four student representatives and three community liaisons. The Assistant Superintendent personally met with ASB Students at Monrovia High School in March, 2026 and received valuable feedback to guide, support, and align our goals. Students requested the following: A clean and safe campus, a variety of course offerings including more rigorous and varied AP classes and counseling services.
Parents	The district prepared an LCAP-at-a-glance document which was used to highlight and share the actions and goals of the current LCAP, including expenditures associated with each goal and action. School Site Council Meetings: A district representative attended each site's SSC meeting and shared the LCAP-at-a-glance document. Parent Survey: Parents were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish. These sessions offered information, opportunity for discourse and questions, direct inquiries with the superintendent, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Parents were also invited to participate in a districtwide survey, open from March to May 2026.
Representatives from Collective Bargaining Units	The Monrovia Teachers Association met with Ed. Services on March 23, 2026. We discussed the LCAP and the teachers gave feedback. The California School Employees Association met with Ed Services in February and we discussed the LCAP as well. Our classified leadership team gave feedback as well. Both teachers and classified staff are part of School Site Councils where this presentation was made. There were multiple opportunities for these educational partners to give input and feedback. All collective bargaining representatives, including executive board, site representative and negotiating team members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions,and offered collaborative input on our current state, review of progress and suggestions for improvement.Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey, as well as which was available from March to May. Additionally, during bargaining day sessions, input opportunities were facilitated between MUSD and both collective bargaining unit representatives. All classified site and district staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement.Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey, as well as which was available from

	March to May 2026.
Students in grades 4-12	Students in grades 4th-12th were invited to participate in a survey as well as attended in-person, student focused educational partner meetings, including virtual LCAP information sessions. The district LCAP presentations at the School Site Councils also included student participation. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Students were also invited to participate in a districtwide survey, as well as specific classroom time, which was available from March to May 2026.
District, Site Administrators, Principals and Confidential Groups	The district prepared an LCAP-at-a-glance document which was used to highlight and share the actions and goals of the current LCAP, including expenditures associated with each goal and action. Leadership staff in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. The LCAP was an agenda item for the principals' meeting as well as the District Directors/Cabinet meetings. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May 2026.
Teachers and other Certificated Staff	All certificated staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement, on our current actions and addressing actions for the upcoming school year. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May 2026.
Classified Staff	All classified staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement, on our current actions and addressing actions for the upcoming school year. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May 2026.
Equity Multiplier Schools Educational Partners: Parents (Canyon Oaks and Mountain Park)	From March to May 2026, MUSD invited parents to complete a district-wide survey and attend LCAP information sessions. To ensure accessibility, these hybrid sessions were hosted both in person at individual school sites and virtually, with morning, evening, English, and Spanish options available. Led by district and administrative teams, the meetings provided families with a platform to review current progress, engage in direct dialogue with the superintendent, and collaborate on MUSD's four core pillars (Prepared Graduates, Exemplary Educators, Inclusive, Supportive School Cultures and Engaged parents, families, and communities).Discussions centered heavily on gathering parent input for targeted strategies to improve outcomes for our lowest-performing student groups. There was ongoing continuity in responses regarding prioritizing Equity Multiplier Funding toward interventions.
Equity Multiplier Schools Educational Partners: Certificated and Classified Staff Members (Canyon Oaks and Mountain Park)	From March and May 2026, MUSD gathered vital staff feedback for the Local Control and Accountability Plan (LCAP) through a district-wide survey and interactive information sessions. Conducted by administration teams at every school site, these hybrid (in-person and virtual) sessions engaged certificated and classified staff in evaluating district progress across our four core pillars: Prepared Graduates, Exemplary Educators, Inclusive/Supportive School Cultures, and Engaged Families. Participants collaborated on targeted interventions and strategies explicitly designed to elevate our lowest-performing student groups. There was ongoing continuity in responses regarding prioritizing Equity Multiplier Funding toward interventions
Equity Multiplier Schools Educational Partners: Students (Canyon Oaks and Mountain Park)	From March to May 2026, district and site administrative teams hosted in-person and virtual LCAP information sessions at each school. Students were invited to attend these sessions and participate in a district-wide survey, with dedicated feedback time provided in class. The sessions allowed students to review progress, ask questions, and collaborate on the district's current standing across its four core pillars: prepared graduates, exemplary educators, inclusive and supportive environments, and engaged families. Discussions focused heavily on identifying and developing target strategies to support the overall lowest-performing student groups. There was ongoing continuity in responses regarding prioritizing Equity Multiplier Funding toward interventions

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

This year we added face-to-face School Site Council meetings, which includes administrators, parents, staff, and students. It was completed at all of our eight traditional sites. We also designed the LCAP-at-a-glance document that highlights the goals and actions and the budget for each action. This simple document allowed us to reduce the large LCAP document into an easy to read tool to clear transparency and receive specific and actionable feedback for the new LCAP.
Our feedback process included inter-personal, online, small group and survey options. Parents and community were invited to attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish. The process for Educational Partner Engagement occurred over the course of the academic year. At meetings we reviewed data, shared outcomes and collected feedback from each group. The draft plan was presented to the Parent Advisory Committee and the EL Parent Advisory committees. At this meeting all comments and questions would receive written replies from the superintendent. In addition, DAC and DELAC meetings were held four times this year and the LCAP was available at each of these sessions.
The Public Hearing was held on June 10, 2026. The LCAP Adoption occurred on June 24, 2026.
The LCAP was influenced by and used the framework of our priorities for engagement with Educational Partners in the following goals:
1. College, Career and Prepared Graduates: In general, concerns about the quality of education, including students needing early intervention and support was a priority. Responses highlighted the need for a stronger focus on ensuring students are truly ready for college, career, and life. These responses influenced Goal 1 that focuses on actions that include: individualized teaching methods, additional resources and support for struggling students.
2. Exemplary Educators: The emerging theme in general emerged as teachers needing more support, particularly with fragile learners and increasing social/emotional concerns among students. Goal 2 that focuses on actions that include: supporting appropriate student behaviors, targeted training and staff development, and providing academic coaches to support general and targeted populations of learners.
3. Supportive, Inclusive, and Student-Centered Cultures: The emerging theme was ensuring safe and positive campus environments and opportunities and options for support beyond the classrooms.These responses influenced Goal 3 that focuses on actions that include implementing and maintaining a focus on extra-curricular, language and arts opportunities, responsiveness to student wellness needs and involving parents and the community in school activities and decision-making processes.
4. Engaged Parents, Families, and Community: The emerging themes suggested needs in increasing family engagement and improved communication. These responses influenced Goal 4 that focuses on actions addressing communication and community outreach.
5. Equity Multiplier Funds: Canyon Oaks High School and Mountain Park Distance Learning Schools responses resulted in a desire to have greater access to intervention support and academic guidance. Goal 5 focuses on actions that expand intervention, tutoring and guidance opportunities.
As we analyzed the responses from our educational partners, different priorities emerged from the various groups.
Based upon responses from our parent groups, there was a strong indication of a desire for increased interventions and support for struggling learners. In response to this priority we implemented in Goal 1 Action 1: Early Literacy and Targeted Support, Action 3: Supplemental Instruction, and Action 8: Interventionists.
Based upon responses from our student groups, there was a strong indication of a desire for safe and engaging school environments. In response to this feedback we implemented in Goal 3 Action 4: Student Wellness and Engagement, Action 3 Counselors and Social Workers, Action 9 School Climate and Culture, Positive Behavior Interventions and Supports.
Based upon responses from our staff groups, there was a strong indication of a desire for increased intervention options and training. In response to this feedback we implemented in Goal 1 Action 1: Early Literacy and Targeted Support, Action 3: Supplemental Instruction, and Action 8: Interventionists and Goal 2 Action 1 Supplemental Support Services, Action 2 Professional Development and Action 3 Instructional Coaches.
Two school sites qualify as equity multiplier sites: Canyon Oaks High School (Alternative High School) and Mountain Park (Distance Learning Program). Based upon responses from educational partner groups including teachers, principal, parents and students representing our alternate learning schools, Goal 5 and actions 1 and 2 were developed based upon needs assessment results and input from the educational partners. Partners shared a desire for greater academic and tutoring support (mathematics in particular) for both Canyon Oaks and Mountain Park, with suggested increases to in-person and technology support at Canyon Oaks High School and online access support through Mountain Park distance learning school. The feedback from our educational partner meetings resulted in continuing to maintain the focus goal and proposed actions from 2025-26.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College, Career and Life Prepared Graduates (MUSD Strategic Plan Focus Area 1) This goal is to ensure all students graduate prepared for college, career, and life by providing equitable access to rigorous academics, career pathways, leadership opportunities, and real-world learning experiences that support postsecondary success.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data from the California School Dashboard, CAASPP, local assessments, and college and career readiness indicators that identified achievement gaps among student groups and a need to improve academic outcomes for all students. Educational partners, including students, staff, parents, and community members, emphasized the importance of increasing academic achievement, expanding college and career readiness opportunities, and ensuring all students are prepared for success after graduation. Based on these identified needs, the District developed this goal to close achievement gaps, improve academic performance, and prepare students for college, career, and life success. This goal aligns with the MUSD Strategic Plan, targeting closing achievement gaps, elevated academic performance, and comprehensive college and career readiness. Success will be evaluated using the following key performance indicators. State Indicators: CA Dashboard Local Indicator #2 and the English Language Progress Indicator (ELPI). Academic Assessments: Student performance on CAASPP ELA/Math and the CAST. College & Career Readiness: A-G completion rates, CTE Pathway completion, AP Exam passage rates, and Early Assessment Program (EAP) readiness rates. English Learner Progress: English learner reclassification rates. District Operations: Williams' Textbook Sufficiency Reports.

Measuring and Reporting Results

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

1	Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board as measured by the CA Dashboard Local Indicator for Implementing State Academic Standards (State Priority 2).	Achieved "Standard Met" on the 2023 CA Dashboard Local Indicator for Implementation of Academic Standards.	Achieved "Standard Met" on the 2024 CA Dashboard Local Indicator for Implementation of Academic Standards.	Achieved "Standard Met" on the 2025 CA Dashboard Local Indicator for Implementation of Academic Standards.	Maintain status of "Standard Met" on the CA Dashboard Local Indicator for Implementation of Academic Standards.	Year 2 2023 to 2025 Difference: No Difference
2	Access to standards-aligned instructional materials as measured by the Williams' Textbook Sufficiency Report.	All students received sufficient textbooks and instructional materials as measured by the 2023 Resolution on Sufficiency of Instructional Materials.	All students received sufficient textbooks and instructional materials as measured by the 2024 Resolution on Sufficiency of Instructional Materials	All students received sufficient textbooks and instructional materials as measured by the 2025 Resolution on Sufficiency of Instructional Materials.	All students receive sufficient textbooks and instructional materials as measured by the annual Resolution on Sufficiency of Instructional Materials.	Year 2 2023 to 2025 Difference: No Difference
3	CAASPP ELA and Math (State Priority 4).	CAASPP ELA and Math (State Priority 4). 2023 CAASPP ELA: 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of	CAASPP ELA (State Priority 4). 2024 CAASPP ELA: 53.9% of students met or exceeded the standard; 0.4 points above the standard (DFS). English Learners: 16.08% of students met or exceeded the standard Socioeconomically Disadvantaged: 43.7% of	2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points	ELA SBAC: 60% of students meet or exceed the standard. 50% of EL students meet or exceed the standard. 50% of SED students meet or exceed the standard. 50% of SWD students meet or exceed the standard. Math SBAC: 50% of students meet or exceed the standard. 50% of EL students meet or exceed the standard.	Year 2 2023 to 2025 Difference: CAASPP ELA: Increase of 2.69% ELs: Decrease of .84% SED: Decrease of 0.26% SPED: Decrease of 9.7% Year 2 2023 to 2025 Difference: All Students: CAASPP Math: Increase of 3.14% English Learners: Decrease of 15.42% SED: Increase of 1.28% SWD: Decrease of 3.94%

		students met or exceeded the standard Students with Disabilities (SWD): 22% of students met or exceeded the standard 2023 CAASPP Math: 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard Students with Disabilities (SWD): 14% of students met or exceeded the standard	students met or exceeded the standard Students with Disabilities (SWD): 13% of students met or exceeded the standard 2024 CAASPP Math: 39.5% of students met or exceeded the standard; 38 points below English Learners: 12.79% of students met or exceeded the standard Socioeconomically Disadvantaged: 30% of students met or exceeded the standard Students with Disabilities (SWD): 14.11% of students met or exceeded the standard	below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SWD): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). 2025 CAASPP Math: All Students: 42.04% met or exceeded the standard, increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard, increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). Students with Disabilities (SWD): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).	50% of SED students meet or exceed the standard. 50% of SWD students meet or exceed the standard.	

4	California Science Test (State Priority 4).	2023 California Science Test (CAST): 36.7% of students met or exceeded the standard. English Learners: 7.8% of students met or exceeded the standard Socioeconomically Disadvantaged: 21.3% of students met or exceeded the standard	23-2024 California Science Test (CAST): 30.70% of students met or exceeded the standard. English Language Learners: 2.36% students met or exceeded the standard Socioeconomically Disadvantaged: 20.73%	24- 2025 California Science Test (CAST): All Students: 32.66% Met or exceeded the standards. (1 Red, 2 Orange, 3 Yellow, 2 Green, 2 Blue). English Language Learners: 2.81% students met or exceeded the standard Socioeconomically Disadvantaged: 22.34%	California Science Test (CAST): 50% of students meet or exceed the standard. 50% of EL students meet or exceed the standard. 50% of SED students meet or exceed the standard.	2023 to 2025 Difference: All Students: Decrease of 4.04% EL's: Decrease of 4.99% SED: Increase of 1.04%
5	A-G Completion: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (State Priority 4).	12th grade students in the 2022-2023 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 60.3% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 13% English Language Learners (EL) who met UC/CSU A-G requirements: 38.9% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 54.2%	12th grade students in the 2023-24 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 53.6% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 21% English Language Learners (EL) who met UC/CSU A-G requirements: 37% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 46.9%	12th grade students in the 2024-25 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 51.9% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 11% English Language Learners (EL) who met UC/CSU A-G requirements: 33% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 47.5%	12th grade students complete A-G requirements at the following rates: UC/CSU A-G All Students: 75% UC/CSU A-G Students with Disabilities (SWD): 25% UC/CSU A-G English Language Learners (ELs): 50% Socioeconomically Disadvantaged (SED): 75%	Year 2 Difference from baseline: All students who met UC/CSU A-G requirements decreased 8.4% Students with Disabilities (SWD) who met UC/CSU A-G requirements decreased 2% English Language Learners (EL) who met UC/CSU A-G requirements decreased 5.9% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements decreased 6.7%

6	CTE Pathway Completion: the percentage of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (State Priority 4).	12th grade students in the 2023-2024 school year completed CTE Pathways at the following rates: All students at 27.2% Students with Disabilities at 25.4% English Language Learners at 8.3% Socioeconomically Disadvantaged at 24.4%	12th grade students in the 2024-2025 school year completed CTE Pathways at the following rates: All students at 26.9% Students with Disabilities at 15.7% English Language Learners at 30.3% Socioeconomically Disadvantaged at 24.8%	12th grade students in the 2025-2026 school year are projected for completion of CTE Pathways at the following rates: All students at 35.4% Students with Disabilities at 35.2% English Language Learners at 17% Socioeconomically Disadvantaged at 35.4%	12th grade students complete CTE Pathways at the following rate: 50% 12th grade SWD students complete CTE Pathways at the following rate: 50% 12th grade EL students complete CTE Pathways at the following rate: 50% 12th grade SED students complete CTE Pathways at the following rate: 50%	Year 2 Difference: All students an increase of 8.2% Students with Disabilities increase of 9.8% English Language Learners increase of 8.7% Socioeconomically Disadvantaged increase of 11%
7	Both CTE & A-G Completion: The percentage of pupils who have successfully completed both types of courses (State Priority 4).	12th grade students in the 2023-24 school year successfully completed both CTE and A-G requirements: All students 18.7% Students with disabilities 3.4% English Language Learners 0% Socioeconomically Disadvantaged 14.7%	12th grade students in the 2024-25 school year successfully completed both CTE and A-G requirements: All students 15.9% Students with disabilities 2% English Language Learners 15.2% Socioeconomically Disadvantaged 13.1%	12th grade students in the 2025-26 school year are projected to successfully complete both CTE and A-G requirements: All students 20.1% Students with disabilities 7.4% English Language Learners 8.7% Socioeconomically Disadvantaged 19%	12th grade students successfully complete both CTE and A-G requirements at the following rate: 75% 12th grade SWD students successfully complete both CTE and A-G requirements at the following rate: 75% 12th grade EL students successfully complete both CTE and A-G requirements at the following rate: 75% 12th grade SED students successfully complete both CTE and A-G requirements at the following rate: 75%	Year 2 Difference: All students 1.4% increase in meeting CTE/A-G requirements Students with disabilities 4% increase English Language Learners 8.7% increase Socioeconomically Disadvantaged 4.3% Year 1 Difference: 2% decrease in meeting CTE/A-G requirements

8	Percentage of English Learners who made progress toward English Proficiency as measured by the ELPAC (State Priority 4).	50% of English learners made progress toward English language proficiency according to the 2023 English Learner Progress Indicator (ELPI).	47.4% of English learners made progress toward English language proficiency according to the 2024 English Learner Progress Indicator (ELPI).	52.1% of English learners made progress toward English language proficiency according to the 2025 English Learner Progress Indicator (ELPI).	60% of English Learners make progress towards English language proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI).	Year 2 Difference: Increase of 2.1% ELPI
9	English learner reclassification rate.	In the 2022-2023 school year, the English learner reclassification rate was 12%. Long Term English Language Learners: 5% of ELs At Risk; 4 identified LTELs LTEL per CDE = 7 or more years since EL program entry date 2023-24 ELA Met 13.68% Exceeded 1.05% Math Met 1.08% Exceeded 0% (data from Aeries/CALPADS/Ellevation)	In the 2024-2025 school year, the English learner reclassification rate was 14%. Long Term English Language Learners (LTEL):7.9% At-Risk of Becoming LTEL: 5.9% (Data from Aeries/CALPADS)	In the 2025-2026 school year, The English Learner Reclassification Rate was 16.7% Long Term English Language Learners (LTEL): 5.2% At-Risk of Becoming LTEL: 5.9% (Data from Aeries/CALPADS)	Increase the English learner reclassification rate to 15% or higher. Long Term English Language Learner identified to 3% or below of EL's	Year 2 Difference: 4.7% increase of English Language Learner Reclassification. .2% increase of becoming LTELS 2.8% decrease in LTELs Year 1 Difference: 2% increase of English Language Learner Reclassification At Risk LTELs decreased by 1%; Identified LTELs decreased by 4 to 0 students

10	AP Exam passage rate	The AP passage rate in 2023 was 56.48%. (data from College Board) EL student passage rate: 49% SED student passage rate: 54% (data from College Board)	The AP passage rate in 2024 was 52.8%. EL student passage rate:49% SED student passage rate: 51% (data from College Board/AERIES)	The AP passage rate in 2025 was 60.8%. EL student passage rate:23% SED student passage rate: 49% (data from College Board/AERIES)	AP passage rate of 55% for all AP Students AP passage rate of 55% for all EL AP Students AP passage rate of 55% for all SED AP Students	Year 2 Difference: The AP passage rate increased 4.32%. EL student passage rate decreased 26% SED student passage decreased 5%
11	Early Assessment Program (EAP)- Percentage of pupils who demonstrate college preparedness.	2022-2023 MUSD 11th graders' EAP Readiness: ELA: 29.8% students were ready; 30.1% students were conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 20% were ready; 36.7% were conditionally ready Foster Youth students: 0% were ready; 0% were conditionally ready Math: 13.9% students were ready; 22.8% students conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 3.2% were ready; 16.1% were conditionally ready Foster Youth students: 0% were ready; 0% were conditionally ready	2023-2024 MUSD 11th graders' EAP Readiness: ELA: 26% students were ready; 37.5% students were conditionally ready. EL students: 0% were ready; 14.3% were conditionally ready SED students: 17.1% were ready; 36.6% were conditionally ready Foster Youth students: 22.2% were ready; 11.1% were conditionally ready Math: 13.6% students were ready; 12.3% students conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 10.3% were ready; 9.1% were conditionally ready Foster Youth students: 11.1% were ready; 0% were conditionally ready	2024-25 MUSD 11th graders' EAP Readiness: ELA: 34% students were ready; 36.5% students were conditionally ready EL students: 0% were ready; 28.6% were conditionally ready SED students: 32% were ready; 36.4% were conditionally ready Foster Youth students: 12.5% were ready; 50% were conditionally ready SPED: 0% were ready; 21.4% were conditionally ready Math: 10.6% students were ready; 18.9% students conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 8% were ready; 17.9% were conditionally ready Foster Youth students: 12.5% were ready; 0% were conditionally ready	EAP Readiness Rates ELA: 50% students ready; 75% of students conditionally ready EL Students: 50% students ready; 75% of students conditionally ready SED Students: 50% students ready; 75% of students conditionally ready FY Students: 50% students ready; 75% of students conditionally ready SWD: 50% students ready; 75% of students conditionally ready Math: 40% of students ready; 30% of students conditionally ready EL Students: 50% students ready; 75% of students conditionally ready SED Students: 50% students ready; 75% of students conditionally ready FY Students: 50% students ready; 75% of students conditionally ready	Year 2 Difference 2023-2025: ELA: 4.2% increase in students ready; 6.4% increase of students conditionally ready. EL students: no change of 0% of EL students were ready; 28.6% increase of EL students were conditionally ready SED students: 12% increase of SED students were ready; 0.3% nominal decrease of students conditionally ready Foster Youth students: 12.5 % increase in students ready; 50% increase in conditionally ready SPED: 0% no progress in students ready; 21.4% increase in students conditionally ready. Math: 3.3% decrease in students ready; 3.9% decrease in students conditionally ready. EL students: 0% were ready; 0% were conditionally ready (no growth/change) SED students: 4.8% increase in students ready; 1.8% increase in students conditionally ready Foster Youth students:8% increase in students ready; 0% were conditionally ready (no growth)

Goal Analysis for 2025-2026

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

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

Goal 1 Action 1 Early Literacy Targeted Support: This action was fully implemented. We continued to fully implement staffing provided to maintain grade span reductions in the primary grades. This resulted in ability for small group instructional models, pre-intervention identification and through individual assessment, screening for any language and speech challenges in the early learning stages. Progress monitoring was conducted through district benchmarks, including annual language assessments for English learners and annual state assessments starting in third grade. However, there needs to be more targeted training for teachers and paraprofessionals in early literacy and mathematics instruction for implementation of Tier I interventions. This would also support students who are ELs and mainstreamed in general education classrooms and students who are struggling.

Goal 1 Action 2 Data Driven Systems: This action was fully implemented. The position of data clerk was full time this past year and was supportive to sites and district teams. This position supported data collection, disaggregation and management of all of our data systems, including all annual assessments and student database information. This was monitored and measured in alignment with all metrics 1-11 in goal 1. Since the fulfillment of the role, it has been impactful in providing assessment information and relevant data. The next step is to include explicit support with data analysis to address equity gaps and instructional needs for targeted student groups.

Goal 1 Action 3 Supplemental Instruction: This action was fully implemented. LCFF funds were allocated to school sites to support instruction such as materials, professional development and staffing. This action maintained access to online supplemental instruction, targeted professional development and early interventions. It has proven positive, with a particular emphasis in our elementary levels (based upon CA Healthy Kids data and state assessment improvement). In secondary, online supplemental programs have assisted in nominal improvement and remain an area of improved focus. As per SBAC Data, student improvement in ELA and Math is noticeable. However, credit recovery options in high school and grade remediation in middle school continues to be an area of focus and requires systemic change in the usage of online credit recovery tools.

Goal 1 Action 4 AP Summer Institute: There was a substantiative difference due to deferral of the action. This action was partially implemented as this action was deferred to the summer of 2026. All high school students enrolled in AP Classes are able to participate in the Summer Institute. However, to expand equity and access for all students, the district proposes introducing a Summer Pre-AP Institute for students in grades 8 -10. This will support student understanding of the AP Pathway, improve and increase access to four year college readiness. Additional training for teachers in the current AP Courses and in the new AP/Honors courses is necessary.

Goal 1 Action 5 Differentiated Instruction and Progress Monitoring: This action was fully implemented. Incorporating a benchmark, diagnostic assessment tools (IReady, IXL, Edgenuity, and ELLevation) for monitoring student progress has resulted in successes in data driven instruction, planning and pacing. Next steps include fully implementing these programs, especially in secondary. Teachers will continue to receive additional time to analyze data and address the achievement gaps. .

Goal 1 Action 6: Instructional Delivery and Support Systems: This action was fully implemented. The Director of Educational Services has been instrumental in implementing goals and actions identified in the LCAP across the school district. This position is a direct support to school sites and the assistant superintendent of educational services and is responsible for professional development, school plans, data assessment, and site supervision. Based upon CAASPP results in ELA and Math, we have had significant improvement, with a particular impact on ELA standardized testing results. MUSD will continue to conduct needs assessments to identify areas in need of support and appropriately staff with targeted intention, which already includes TK-12 support in ELA, Math, ELD, Dual Language and Instructional Technology.

Goal 1 Action 7 Technology Access and Equity: This action was fully implemented. MUSD continues to provide a 1:1 device district model, and includes ensuring all students have access to wifi and internet. This has been an ongoing area of success with the ability to sustain a comprehensive system of access and support, and allowing plans for technology upgrades in all classes is the next step. Given staff and parent feedback related to excessive use of technology, in lieu of direct instruction in some instances, the district will discontinue take-home devices and purchase additional charging stations/carts for classroom use.

Goal 1 Action 8: Interventionists: This action was fully implemented. This year, each elementary school has two Intervention positions. This provided intervention support at our elementary sites and resulted in early identification, screening, family support and resources, small group instruction, improving assessment results, reducing chronic absenteeism and increasing ADA. However, the secondary interventionist positions have not been filled.

Goal 1 Action 9 Naviance: This action was fully implemented. All students in grade 6 through 12 had access to Naviance for planning and goal setting for each individual student.

Naviance provides informational access and resources for each grade level and family, and supports all learners including EL's and significant student groups. Counselors provide individualized guidance and monitoring of effectiveness is measured in metrics 5,6,7 and 11 relative to A-G and graduation rates, which indicate progress toward the three year goal. However, the district is going to pivot to CCGI, Hatching Results, and CARPE as guidance tools. CARPE will be used as a PD tool for counselors to increase FAFSA completion and college-going rates. Hatching will provide six days of PD for the counselors; 3 days each semester to audit transcripts, to support graduation rates, A-G readiness, and CTE completion rates as well as identifying students who are off track and need Tier II interventions to get back on track.
Goal 1 Action 10 CTE Pathways: This action was fully implemented. A CTE pathway coordinator has been assigned to improve the areas of CTE completion rates, expanding community and internship placement options and strengthening partnerships with our local community college partner (Citrus College). Challenges still exist in pathway opportunities impacted by enrollment as affected by other elective options. Also, the strategy has changed for current enrolled students starting in 2025-26 that advisement of commitment to a two year program has been instituted and counselors are no longer allowed to place students in CTE programs without following rubric of placement (no "drop in" to programs). Moving into 2026 - 2027, the Auto Pathway is expanding into the middle school in order to provide a clear pathway into the high school. Monrovia High School will also offer a Marketing Certification Dual Enrollment Pathway for students in the Entrepreneurship Pathway (it will be three courses to earn the Marketing Certificate through Citrus College).

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.

Based upon the 2025-26 Annual Update Table, there are material differences for the following:
Goal 1 Action 4 AP Summer Institute: Material differences between budgeted and estimated actual expenditures was due to AP summer institute being implemented beyond the close of the local accountability plan submission. This full amount has been deferred to the Fall semester 2026 for training participation.
Goal 1 Action 8 Interventionists: This action provides funds to pay for elementary and middle school interventionists at each of the five elementary schools and the two middle schools. Material differences between budgeted and estimated actual expenditures were due to intervention positions not being filled at the middle schools. This was intentionally delayed to 2026-27 as we are consolidating schools from two middle school sites to one, in accordance with our fiscal stabilization plan. Elementary did add an additional interventionist role, but offset costs from Title I funds.
Goal 1 Action 10 CTE Pathways: This action provides funds to maintain career technical education pathways for students. In accordance with the recommendations of the fiscal stabilization plan and a reduction in matching grant funding needs within our consortium, the actual material differences between budgeted and estimated actual expenditures were less than initially projected. High school is also conducting a current year needs assessment to develop and/or expand pathways that best suit the needs of our students.

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

Goal 1 Action 1 Early Literacy and Targeted Support: This action was partially effective. While having a positive impact on our general students, we still need to target some of our specific student groups. In maintaining the commitment to grade span reduction allowing for lower class sizes. iReady End of Year Assessments K-5 students had a 6% increase from 2024-25 to 2025-26 scoring at or above grade level in ELA and a 1% increase from 2024-25 to 2025-26 scoring at or above grade level in Math. ELA CAASPP data: Overall our students increased nearly 3% in those who met or exceeded the standard. Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 1 Action 2 Data Driven Systems: This action was partially effective. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 1 Action 3 Supplemental Instruction: This action was partially effective. Interventions, programs, materials and professional development were provided at all sites. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 1 Action 4 AP Summer Institute: This action was partially effective. Summer staffing for the AP Institute was reduced. This resulted in a slight decrease in AP Pass rates from

52.8% in 2023-24 to 51% in 2024-25. AP pass rates from 2023-24 for EL's did not change in 49% achieving pass rates. SED students decreased 3% from 54% to 51% from 2023-24 to 2024-25. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 1 Action 5 Differentiated Instruction and Progress Monitoring: This action was partially effective. While general education students increased, targeted students groups continue to require targeted support. iReady End of Year Assessments K-5 students had a 6% increase from 2024-25 to 2025-26 scoring at or above grade level in ELA and a 1% increase from 2024-25 to 2025-26 scoring at or above grade level in Math. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 1 Action 6 Instructional Delivery and Support Systems: This action was partially effective. CTE Pathway funding, SARCs, SPSA's and other categorically funded programs remained in place and supported classrooms. Oversight of LREBG funding was completed with fidelity and professional development provided targeting groups based upon our needs assessment. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark..
Goal 1 Action 7 Technology Access and Equity: This action was partially effective. 100% of all students, including EL's, SED and identified foster students had access to a personal device and wifi options for home. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 1 Action 8 Interventionists: This action was partially effective. Implementation of Multi-Tiered Systems of Support, including Response to Intervention (RTI), Positive Behavior Intervention and Supports (PBIS) and Attendance Interventions were done with fidelity. Each site participated in the Tiered Fidelity Inventory, with applications for bronze, silver and gold recognition. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Identified Foster Students were an insignificant student group (n < 5 so no comparable data was available).
Goal 1 Action 9 Naviance: This action was partially effective. Maintained access for all students 6-12 for goal setting and career planning. Graduation Rate maintained at 94% for all student groups including EL's, SED and Foster Youth. Zero dropout rates remained for all student groups including EL's, SED and Foster Youth. High School Graduation Rate Data: EL students had a 7% increase in 2024-25 (90.9%) who met or exceeded the standard from the 2023-24 (83%) benchmark. SED students had a 1.0% decrease in 2024-25 (93.1%) who met or exceeded the standard from the 2023-24 (94.3%) benchmark. Identified Foster Students were an insignificant student group (n < 5 so no comparable data was available).
Goal 1 Action 10 CTE Pathways: This action was partially effective. A continued focus on scheduling students with fidelity and commitment to the two year pathways resulted in a positive impact in CTE completion. While positive completion status increased 8% among all of our students we also had success targeting our student groups. Students with Disabilities improved 10%, to 35% completion rate from our baseline, English Learners improved 9% from our baseline and our Socioeconomically Disadvantaged group improved 9% completion status. Foster Students were an insignificant students group (n < 5 so no comparable data was available).

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

The following actions are noted with proposed changes:
Goal 1 Action 1: This action will no longer be an LREBG action
Goal 1 Action 5: This action will be amended to include IXL for diagnostic assessments and support in grades 7-12.
Goal 1 Action 7: This action will no longer be an LREBG action.
Goal 1 Action 8: This action will continue expansion of more targeted coaches at the elementary sites. This action will be supported with LREBG funding as an additional resource.
Goal 1 Action 9: This action will be amended to reflect moving to California College Guidance Initiative (CCGI) as mandated by California Department of Education and removing Naviance for the purpose of the college and career planning database grades 6-12. There will be no necessary budget with CCGI.
The following metrics are noted with proposed changes for 2025-26 ongoing continuity:
Goal 1 Metric 3: CAASP ELA and Math amended to include measurement data of EL's and SED identified students
Goal 1 Metric 4: CAST amended to include measurement data of EL's and SED identified students
Goal 1 Metric 5: A-G Completion Rates amended to include measurement data of EL's and SED identified students
Goal 1 Metric 6: CTE Pathway Completion amended to include measurement data of EL's and SED identified students
Goal 1 Metric 7: CTE + A-g Completion amended to include measurement data of EL's and SED identified students
Goal 1 Metric 9: English Learner Reclassification Rate amended to reflect LTEL difference increase
Goal 1 Metric 10: AP Exam Passage Rate amended to include measurement data of EL's and SED identified students
Goal 1 Metric 11: EAP Readiness amended to include measurement data for target for year 3 outcome

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	Early Literacy Targeted Support	Support lower class size ratios at the primary grades to provide more personalized support for students to develop strong foundations in literacy and numeracy. This action will support English learners and low income students, and aligns with State Priority 4 (Pupil Achievement).	$3,543,000.00	Yes
2	Data-Driven Systems	This action provides an educational Data Specialist to collect, organize, and analyze data, and to prepare reports for effective monitoring of progress of the English learners, Long Term English Language Learners and Low Income students. The Data Specialist will provide progress monitoring of English Language Learners and Long Term English Language Learners, including EL data specific platform Ellevation. This action addresses the specific identified needs of English learners and low income students and aligns with State Priority 4 (Pupil Achievement).	$100,000.00	Yes
3	Supplemental Instruction	This action provides school sites with funds to provide intervention, supplemental programs and materials, and professional development to meet the identified learning gaps among identified unduplicated pupils based upon achievement gap data. This action improves the academic achievement of students who are English learners, Long term English Language Learners and low income students. This action provides for targeted supplemental instructional materials for English Language Development.	$1,000,000.00	Yes

4	AP Summer Institute	This action provides support to ensure students have open access to higher level courses. Counselors will provide additional support to ensure unduplicated students have open access to higher level courses. Counselors and teachers will continue to advise and encourage students to participate in rigorous courses of study.	$0.00	Yes
5	Differentiated Instruction and Progress Monitoring	This action provides personalized support in ELA and math for unduplicated pupils in grades K-8 through the use of the i-Ready program and diagnostic assessments. This action also includes the purchase of headsets which are essential for effective participation in the i-Ready program. This action supports English learners and low income students.	$160,000.00	Yes
6	Instructional Delivery and Support Systems	This action provides an executive director to oversee all elementary and secondary education with a focus on providing access to English learners and low income students. The executive director monitors and implements the LCAP, and supports the elementary school sites in improving the academic achievement of English learners and low income students.	$450,000.00	Yes
7	Technology: Access and Equity	This action supports the purchase of technology devices to help close the digital divide between unduplicated students and other student populations, and ensures that unduplicated pupils are assigned a laptop and have access to core and supplemental instructional programs. This action also provides funds to purchase wi-fi hotspots for families that do not have internet access at home. This action is particularly important for low income students who may not otherwise have access to a laptop and wi-fi at home.	$1,000,000.00	Yes
8	Interventionists	This action provides funds for elementary and middle school interventionists at each of the five elementary schools and the two middle schools. This will expand to two elementary positions targeting math and ELA.This action supports the implementation of targeted intervention for unduplicated pupils who are struggling academically in ELA and/or math. This action also provides intervention aides. This action provides for targeted small group instruction support and sheltered English Language Development instruction. The intervention programs provide critical support for our English learners and low income students. LREBG ACTION Studies on the impact of interventionists in the classroom (Kennedy & Sundberg, 2020) show that they can positively influence student outcomes, particularly in areas like social-emotional development, behavior, and academic engagement. Appropriate intervention may lead to Improved Student Outcomes, offer Behavioral and Emotional Support, support Positive Behavioral, help enhance the school climate and particularly offer targeted support to students with specific needs, such as those with emotional and behavioral disorders, and language acquisition. Metric being used to monitor the action: Goal 1, Metrics 3, 4 AMOUNT $493,254	$993,254.00	Yes
9	Naviance	This action provides essential support for English learners and low income students to implement Naviance, a college/career counseling program that includes strategies for identifying, intervening, and monitoring students with varying academic pathways.	$0.00	Yes
10	CTE Pathways	This action supports the development of Career Technical Education (CTE) pathways at the comprehensive high school to ensure that unduplicated pupils have access to programs that include certifications to prepare for immediate entry into the workforce. The action provides crucial support for students who are English learners and low income.	$100,000.00	Yes

Goal

Goal #	Description	Type of Goal
2	By June 2028, Monrovia Unified School District (MUSD) will actively develop and empower exemplary educators by delivering high-quality professional learning, fostering collaboration, and expanding leadership opportunities. These targeted actions will directly strengthen daily instructional practice and accelerate the implementation of state academic standards, driving robust student achievement and college and career readiness. To rigorously measure the impact of these initiatives, MUSD will systematically track and increase the percentage of students meeting or exceeding standards on the CAASPP English Language Arts and Mathematics assessments, alongside the California Science Test (CAST). Additionally, the district will aggressively boost English Learner Progress Indicator (ELPI) performance, maximize English learner reclassification rates, and elevate A-G completion, AP Exam passage, and Early Assessment Program (EAP) readiness rates, while firmly maintaining positive outcomes on California Dashboard Local Indicator #2.	Focus Goal

State priorities addressed by this goal.

4, 2, 5, 1

An explanation of why the LEA has developed this goal.

This goal aligns with the MUSD Strategic Plan and focuses on closing achievement gaps, raising academic achievement levels, and fully preparing students for success in the college and career of their choice. Progress towards meeting this goal will be measured using the following metrics: CA Dashboard Local Indicator #2 Williams' Textbook Sufficiency Reports Student achievement on CAASPP ELA and Math Student achievement on the CAST A-G Completion rates CTE Pathway completion English Language Progress Indicator (ELPI) English learner reclassification rate AP Exam passage rate Early Assessment Program readiness rate (EAP).

Measuring and Reporting Results

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

1	Teacher Assignment Monitoring Outcomes (TAMO): Teachers are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching (State Priority 1).	According to the most recently reported TAMO (2021-22), 84.2% of teachers received a status of "Clear."	According to the most recently reported TAMO (2022-23), 87.7% of teachers received a status of "Clear".	According to the most recently reported TAMO (2025-26), 94% of teachers received a status of "Clear".	At least 90% of teachers receive a status of "Clear" on the TAMO.	Year 2 Difference: An increase of 9.8% of teachers received "Clear" status from baseline to 2025-26

Goal Analysis for 2025-2026

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

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

Goal 2 Action 1 Supplemental Support Services: This action was fully implemented and continued from the previous year. Targeted professional development was provided for new curriculum adoption (TK-12 math), iReady and IXL data and intervention platforms, ELD strategies, Multi-Tiered Systems of Support Frameworks (Focus: Response to Intervention and Positive Behavior Intervention and Supports). On the CAASPP ELA assessment, 54% of all students met or exceeded the standard. In comparison, student subgroups showed varying achievement levels: 43.68% of socioeconomically disadvantaged (SED) students, 17.26% of English Learners (EL), and 12.62% of Students with Disabilities (SWD) met or exceeded the benchmark. For CAASPP Math, the overall proficiency rate was 42%. Subgroup performance reached 29.21% for SED students, 13% for English Learners, and 12.11% for Students with Disabilities. Local data from the iReady Mid-Year Assessments highlights positive growth for K-5 students. The percentage of students performing at or above grade level grew by 5% from the 2023-24 baseline to the 2024-25 school year. Notably, English Learners mirrored this progress, also maintaining a 5% increase over the same period. However, the district requires dedicated staff to monitor student progress and support with Multi-Tiered, Multi-Dimensional Systems of Supports related to interventions and grade level math and reading achievements. Staff is responsible for analysis of data to address achievement gaps and coordinates with EL, ELA and Math interventionists to provide real time data from summative assessments. This role monitors credit recovery across the secondary sites.
Goal 2 Action 2 Professional Development: This action was fully implemented. District Wide professional development was provided for all staff. Based upon relevant needs assessments and guidelines of the fiscal stabilization plan, planned consulting initiatives continued to be amended, reducing time out of the classroom. TK-12 staff development and training was provided, including consultant support with Center for Educational Leadership, Stanford University and The New Teacher Project all provided instructional strategies in identifying best practices from a leadership perspective. TK/K Early Literacy, and Health and Safety Training were provided. Professional development and consultant support were provided for our Dual Language and English Language Development Programs. Training in math adoption TK-12 was key in implementation, with a focus on the unduplicated students including ELD supplemental support and training. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 2 Action 3 Instructional Coaches: This action was fully implemented. Coaches were provided TK-12 with a focus on targeted groups including general education in ELA and Math, English Language Development data analysis, planning, pacing and strategies, Dual Language support, and intervention strategies addressing EL's, LTELs, SED and identified foster students. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 2 Action 4 Teachers: This action was fully implemented. CAASPP ELA resulted in English Learners 17.26% of students met or exceeded the standard, Socioeconomically Disadvantaged: 43.68% of students met or exceeded the standard and SWD 12.62% met or exceeded compared to all students in ELA was 54%. For CAASPP Math, English Learners achieved 13 % met or exceeded and SED 29.21% met or exceeded and Student With Disabilities at 12.11% met or exceeded compared to all students in math was 42%. iReady Mid-Year Assessments K-5 students had a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark. EL students maintained a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark as well.
Goal 2 Action 5 Textbooks: This action was fully implemented. CAASPP ELA resulted in English Learners 17.26% of students met or exceeded the standard, Socioeconomically Disadvantaged: 43.68% of students met or exceeded the standard and SWD 12.62% met or exceeded compared to all students in ELA was 54%. For CAASPP Math, English Learners achieved 13 % met or exceeded and SED 29.21% met or exceeded and Student With Disabilities at 12.11% met or exceeded compared to all students in math was 42%. iReady Mid-Year Assessments K-5 students had a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark. EL students maintained a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark as well.
Goal 2 Action 6 Facilities: This action was partially implemented. 3 schools received a FIT rating of Good; 7 schools received a FIT rating of Fair, resulting in a decrease of 7/10 schools from good to fair.

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.

Actions and services for Goal 2, aimed at exemplary educators, were generally expended as intended, with a few exceptions. Based upon the 2025-26 Annual Update Table, there are material differences for the following:
Goal 2 Action 1 Supplemental Support Services: This action provides funds for the district to support students, teachers, instructional coaches, and administrators with targeted professional development, supplemental materials, and supplemental programs to improve the quality of teaching and learning in our educational program. Material differences between budgeted and estimated actual expenditures were due to using alternate funding strings to address sunsetting one time grant monies provided by the state (Educator Effectiveness). Shifts in physical materials to online license and accessibility also contributed to reduction in necessary expenditures.
Goal 2 Action 3 Instructional Coaches: This action provides funds for teachers who will be on special assignment. Material differences between budgeted and estimated actual expenditures were due to salary and compensation was less than budgeted for those staffed in the coaching positions and reduction in staffing full coaching team, in accordance with recommendations in the fiscal stabilization plan.

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

Goal 2 Action 1 Supplemental Support Services: This action was partially effective. Targeted professional development, materials and programs were implemented. Implementation of ELD support materials (TK-12), online iReady expansion, IXL data and intervention programs were put into place. Targeted training and review of curriculum for ELD instruction and strategies continued. Task forces developed in 2024-25 continued with strategic plans reviewed and updated for English Language Development, Dual Language Pathways, Math Alignment and Curriculum, Instruction and Assessment. CAASPP ELA resulted in English Learners 17.26% of students met or exceeded the standard, Socioeconomically Disadvantaged: 43.68% of students met or exceeded the standard and SWD 12.62% met or exceeded compared to all students in ELA was 54%. For CAASPP Math, English Learners achieved 13 % met or exceeded and SED 29.21% met or exceeded and Student With Disabilities at 12.11% met or exceeded compared to all students in math was 42%. iReady Mid-Year Assessments K-5 students had a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark. EL students maintained a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark as well. However, the district requires dedicated staff to monitor student progress and support with Multi-Tiered, Multi-Dimensional Systems of Supports related to interventions and grade level math and reading achievements. Staff is responsible for analysis of data to address achievement gaps and coordinates with EL, ELA and Math interventionists to provide real time data from summative assessments. This role monitors credit recovery across the secondary sites.
Goal 2 Action 2 Professional Development: This action was partially effective. TK-12 staff development and training was provided, including consultant support with Center for Educational Leadership, Stanford University and The New Teacher Project all provided instructional strategies in identifying best practices from a leadership perspective. TK/K Early Literacy, and Health and Safety Training were provided. Professional development and consultant support were provided for our Dual Language and English Language Development Programs. Training in math adoption TK-12 was key in implementation, with a focus on the unduplicated students including ELD supplemental support and training. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 2 Action 3 Instructional Coaches: This action was partially effective. This action provides funds for eight teachers who will be on special assignment to provide support at all school sites in ELA, math, dual language and ELD. The instructional coaches will focus on promoting the professional growth of teachers, and work closely with site administrators to determine site specific areas of concern. This action focuses on improving the academic achievement of students who are English learners, low income, or in foster care. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED

students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 2 Action 4 Teachers: This action was effective. CAASPP ELA resulted in English Learners 17.26% of students met or exceeded the standard, Socioeconomically Disadvantaged: 43.68% of students met or exceeded the standard and SWD 12.62% met or exceeded compared to all students in ELA was 54%. For CAASPP Math, English Learners achieved 13 % met or exceeded and SED 29.21% met or exceeded and Student With Disabilities at 12.11% met or exceeded compared to all students in math was 42%. iReady Mid-Year Assessments K-5 students had a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark. EL students maintained a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark as well. Our identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark in CAASPP ELA. Math CAASPP data Our Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark in CAASPP Math.
Goal 2 Action 5 Textbooks: This action was effective. CAASPP ELA resulted in English Learners 17.26% of students met or exceeded the standard, Socioeconomically Disadvantaged: 43.68% of students met or exceeded the standard and SWD 12.62% met or exceeded compared to all students in ELA was 54%. For CAASPP Math, English Learners achieved 13 % met or exceeded and SED 29.21% met or exceeded and Student With Disabilities at 12.11% met or exceeded compared to all students in math was 42%. iReady Mid-Year Assessments K-5 students had a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark. EL students maintained a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark as well. Our identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark in CAASPP ELA. Math CAASPP data Our Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark in CAASPP Math.
Goal 2 Action 6 Facilities: This action was partially effective. 3 schools received a FIT rating of Good; 7 schools received a FIT rating of Fair, resulting in a decrease of 7/10 schools from good to fair.

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.

No planned changes to Goal 2 Actions
No planned changes to Goal 2 Metrics

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	Supplemental Support Services	This action provides support for students, teachers, instructional coaches, and administrators with targeted professional development, supplemental materials, and supplemental programs to improve the quality of teaching and learning in our educational program for the unduplicated students. The action places an emphasis on promoting the professional growth of teachers, and refining instructional practices to support students who are English learners and low income.	$500,000.00	Yes
2	Professional Development	This action provides four days of professional development for all teachers focused on refining instructional practices to improve the academic achievement of students who are English learners, Long-Term English Learners (LTELs), and low income. This action provides for ongoing professional development in alignment with the adoption of the supplemental Newcomer and	$500,000.00	Yes

		English Language Development curriculum and programs.		
3	Instructional Coaches	This action provides Teachers on Special Assignment (TOSAs) and one Administrator Coach for Principals to provide additional support across all school sites in English Language Arts (ELA), mathematics, and English Language Development (ELD). The instructional coaches will focus on improving the academic achievement of students who are English learners and low-income while supporting effective implementation of instructional programs. Coaches will assist with the training and implementation of newcomer programs, ELD curriculum, and evidence-based instructional practices. Funding will also support professional development opportunities specifically for the TOSAs and the Administrator Coach to strengthen their capacity to provide high-quality instructional and leadership support. The Administrator Coach will work with principals to enhance instructional leadership, data-driven decision-making, and school improvement efforts. Together, they will collaborate closely with site administrators to identify and address site-specific needs and areas of concern.	$1,327,318.00	Yes
4	Teachers	This action will provide all students with teachers that are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	$33,071,307.00	No
5	Textbooks	This action will provide all students with access to standards aligned instructional materials as measured by the Williams' Textbook Sufficiency Report.	$472,025.00	No
6	Facilities	This action will provide all students with facilities identified in "Good" Repair as measured by Facility Inspection Tool	$1,473,742.00	No

Goal

Goal #	Description	Type of Goal
3	Supportive, Inclusive, and Student-Centered Cultures: This goal provides for Foster supportive, inclusive, and student-centered school cultures that promote student well-being, engagement, belonging, safety, and positive academic and social-emotional outcomes for all students.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

In alignment with the MUSD Strategic Plan, this goal focuses on creating and maintaining school communities that provide positive, supportive, and caring relationships with students, while cultivating a welcoming and engaging campus culture that fosters student curiosity and passion. Progress toward achieving this goal will be measured using various sets of accountability metrics: facility conditions via the Facility Inspection Tool (FIT); student engagement and retention through attendance rates, chronic absenteeism, and middle and high school dropout and graduation numbers; and behavior and safety parameters through suspension and expulsion rates alongside California Healthy Kids Survey (CHKS) perceptions of school safety and connectedness. Additionally, academic milestone progress and compliance will be tracked via CA Dashboard Local Indicator 7, State Seal of Biliteracy rates, and college course completion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (State Priority 1).	All schools received a FIT rating of "Good" in the 2023-24 school year.	All schools received a FIT rating of "Good" in the 2024-25 school year	2025-26 School year: 3 schools received a FIT rating of Good 7 school received a FIT rating of Fair	All schools receive a FIT rating of "Good."	3 schools received a FIT rating of Good; 7 schools received a FIT rating of Fair; decrease of 7 schools from good to fair.

2	Pupil engagement as measured by school attendance rate and chronic absenteeism rates.	The attendance rate for the 2023-24 school year (as of 5/16/24) is 94.0%. The chronic absenteeism rate for the 2023-24 school year (as of 5/16/24) is 8.8%**. Chronic Absenteeism (ELs) 2023-24 26.6% Chronic Absenteeism (SED) 2023-24 28.6% (data from Aeries/CALPADS)	The attendance rate for the 2024-25 school year is 94.2%. The chronic absenteeism rate for the 2024-25 school year is 14.88% Chronic Absenteeism 2024-25 (EL's) 16.8% Chronic Absenteeism 2024-25 (SED) 20.6% **Please note Chronic Absenteeism as reported for 2023-24 is amended to 16.2% (CA Dashboard)	The attendance rate for the 2025-26 school year is 94.45% (currently) The chronic absenteeism rate for the 2025-26 school year is 14.39% (currently) Chronic Absenteeism 2025-26 (EL's) 19.23% Chronic Absenteeism 2025-26 (SED) 18.15%	Achieve attendance rate of at least 95%. Maintain a chronic absenteeism rate below 10%. EL Students: Achieve attendance rate of at least 95%. Maintain a chronic absenteeism rate below 10%. SED Students: Achieve attendance rate of at least 95%. Maintain a chronic absenteeism rate below 10%.	Year 2 Difference: Average Daily Attendance rate increased by .45% Chronic Absenteeism Rate reduced 1.81% Chronic Absenteeism (English Learners) reduced 7.37% Chronic Absenteeism (Socioeconomically Disadvantaged) reduced 10.45%
3	Middle school and high school dropout rates.	2023-24 School Year Middle School Dropout Rate: 0% High School Dropout Rates: 0% (AERIES/Data Quest)	The attendance rate for the 2024-25 school year is 94.2%. 2024-25 School Year Middle School Dropout Rate: 0% High School Dropout Rates: 0%	2025-26 School Year Middle School Dropout Rate: 0% High School Dropout Rates: 0%	Maintain Middle School Dropout Rate: 0% High School Dropout Rates: 0%	Maintained Middle School Dropout Rate:0% High School Dropout Rates: 0%
4	High school graduation rate.	The graduation rate for the 2023-24 school year is 94.3% EL graduation rate 2023-24: 83.3% SED graduation rate 2023-24: 94.3% (data from Aeries/CALPADS)	The graduation rate for the 2024-25 school year is 94.5%. EL graduation rate 2024-25: 90.9% SED graduation rate 2024-25: 93.1% (data from Aeries/CALPADS)	The graduation rate for the 2025-26 school year is 96.9% EL graduation rate 2025-26: 100% SED graduation rate 2025-26: 95.3% (data from Aeries/CALPADS)	Maintain a graduation rate of at least 98%. EL Students: Maintain a graduation rate of at least 98%. SED Students: Maintain a graduation rate of at least 98%.	Year 2 Difference: All students increased a difference of 2.6% EL graduation rate increased from 2023-24 to 2025-26: 16.7% SED graduation rate increased from 2023-24 to 2025-26: 1%

5	School climate as measured by suspension and expulsion rates.	In the 2023-24 school year, the suspension rate was 2.52% and the expulsion rate was 0.10%. (data from Aeries/CALPADS) 2023-24 EL suspension rate 2.8% 2023-24 SED suspension rate 4% (n = 2023-24 12.8% foster youth suspension rate)	In the 2024-25 school year, the suspension rate was 2.61% and the expulsion rate was 0.02% 2024-25 EL suspension rate 4.3% 2024-25 SED suspension rate 3.9% (n = 2024-25 LTEL suspension rate 11.3%) (n = 2024-25 foster youth suspension rate 3%	The 2025-2026 suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SWD suspension rate 3.25% 2025-26 SED suspension rate 2.16% 2025-26 Foster suspension rate 7.32%	Maintain a suspension rate of 2.5% or lower. Maintain an expulsion rate of 0.1% or lower. EL Students: Maintain a suspension rate of 2.5% or lower. SWD: Maintain an expulsion rate of 0.1% or lower. SED Students: Maintain a suspension rate of 2.5% or lower. Maintain an expulsion rate of 0.1% or lower. FY Students: Maintain a suspension rate of 2.5% or lower. Maintain an expulsion rate of 0.1% or lower	Year 2 Difference: Suspension Rate was reduced by 0.9% EL suspension rate reduced 0.37% SED suspension rate decreased 1.84% FY suspension rate decrease of 5.48% Expulsion rate decrease to 0%

6	Student perception of school safety and connectedness as measured by the CA Dashboard Local Indicator.	According to the 2023 California Healthy Kids Survey: Elementary: 67% felt connected, 75% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary: 57% felt connected, 65% felt safe Secondary EL students: 50% felt connected, 59% felt safe Parent: 67% connectedness (engaged) campuses; 62% campuses are safe Teachers: 67% connectedness (engaged) campuses; 74% campuses are safe	According to the 2024-25 California Healthy Kids Survey: Elementary: 69% felt connected, 65% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary: 51% felt connected, 58% felt safe Secondary EL students: 50% felt connected, 60% felt safe Parents: 72% feel connectedness (engaged); 74% feel safe campuses Teachers: 75% feel connectedness (engaged); 74% feel safe campuses	According to the 2025-26 California Healthy Kids Survey: Elementary: 71.3% felt connected, 77.3% felt safe Elementary EL students: 68% felt connected; 80% felt safe Secondary: 59.5% felt connected, 69% felt safe Secondary EL students: 66% felt connected, 72% felt safe Parent Responses: 65% felt connectedness (engaged) campuses; 63% felt campuses are safe Teacher Responses: 85% felt connectedness (engaged) campuses; 72% felt campuses are safe	As measured by the CHKS: Maintain 75% of elementary students feel connected to their school 80% feel safe Maintain 60% of secondary students feel connected to their school 55% feel safe 75% of elementary EL students feel connected to their school 80% feel safe 60% of secondary EL students feel connected to their school 55% feel safe Maintain Parents: 70% feel connected (engaged); 65% feel safe campuses Maintain Teachers: 85% feel connected (engaged); 75% feel safe campuses	Year 2 Difference: Elementary: 4.3% increase in connectedness 2.3% increase in feeling safe; EL Elementary Students: 4% increase in students feeling connected; 8% increase in students feeling safe on campus Secondary: 2.5% increase in students feeling connected; 4% increase in students feeling safe on campus; EL Secondary Students: 16% increase in students feeling connected; 13% increase in students feeling safe on campus Parent Responses: 2% decrease in parents feeling connectedness; 1% increase in parents feeling campuses are safe Staff Responses: 18% increase in staff feeling connectedness; 2% decrease in staff feeling campuses are safe

7	Access to and enrollment in a broad course of study as measured by the CA Dashboard Local Indicator.	According to the 2023 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.	According to the 2024 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.	According to the 2025 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.	Continue to meet the standard of the Local Indicator, "Access to a Broad Course of Study," on the CA Dashboard.	Year 2: No Difference
8	Other pupil outcomes- State Seal of Biliteracy and College credit courses completed.	In the 2023-24 school year, 20.8% of MHS graduates earned the State Seal of Biliteracy, and 49.3% of MHS graduates completed a college course.	In the 2024-25 school year, 32% of MHS graduates earned the State Seal of Biliteracy, and 49 % of MHS graduates completed a college course.	In the 2025-26 school year, 33% of MHS graduates earned the State Seal of Biliteracy, and 49% of MHS graduates completed a college course.	Maintain a level of at least 20% of MHS graduates earning the State Seal of Biliteracy. Maintain a level of at least 50% of MHS graduates completing a college course.	Year 2 Difference: Increase of 12.2% earning a seal of biliteracy, 0.3% decrease in college course completion

Goal Analysis for 2025-2026

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

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

Goal 3 Action 1 Arts Integration and Staff: This action was fully implemented. Arts instruction was provided at all elementary sites, district wide participation in dramatic productions and middle and high school productions were accessible to all students. Participation in writing, acting, production and design was made available specifically for ELD courses in middle school setting. After school strings were offered and open to all elementary schools.
Goal 3 Action 2 Dual Immersion: This action was partially implemented. Mandarin and Spanish Dual Language Immersion programs are now implemented TK-12. Students in 6th-8th grade (this includes identified EL's and SED students) assessed in the AAPPL Mandarin test continued to score above the national average in listening, speaking, writing and reading. Students in 6th-8th grade (this includes identified EL's and SED students) assessed in the AAPPL Spanish test scored 1% above the national average in listening, speaking, writing and reading. 33% completed the Dual Language program and managed to earn a seal of biliteracy from 2024-25.
Goal 3 Action 3 Counselors and Social Workers: This action was partially implemented. Counselors were staffed at all sites TK-12 but due to fiscal stabilization recommendations social workers were reduced.
Goal 3 Action 4 Student Wellness and Engagement: This action was fully implemented. The Director of Student Support services and support was fully staffed. Implementation of school safety plans, PBIS, MTSS, counseling and attendance teams at each site was provided.
Goal 3 Action 5 At Promise Student Monitoring: This action was partially implemented. In response to the fiscal stabilization plan, the first phase of reducing sixth grade at middle school and moving to elementary sites was completed this year. 2025-26 commitment was coordinating a consolidation educational partner committee to oversee the second phase of the plan to consolidate our two middle schools to one site for the 2026-27 school year. Assistant principals were staffed at one secondary school. There were no reported dropouts in the 2024-25 school year for students in middle or high school.
Goal 3 Action 6 NGSS Support: This action was fully implemented. The expansion of the partnership with Food Education was expanded to all elementary and middle schools, providing working gardens, hands-on outdoor laboratories and in-class instruction and materials.
Goal 3 Action 7 AP Testing Support: This action was fully implemented. All students including SED and EL students had open enrollment opportunities and access to participate in AP classes and AP assessment fees were waived for all students.
Goal 3 Action 8 AVID Program and Tutoring: This action was partially implemented. The program was a late start due to securing staffing for tutoring assignments.
Goal 3 Action 9 School Climate and Culture, PBIS: This action was fully implemented. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program. Summer professional development is planned for the summer of 2026.
Goal 3 Action 10 Wellness Center and Programs: This action was fully implemented. Wellness Center Coordinator was staffed working with all staff and supported targeted students, particularly EL and SED with outreach support, access to school and clothing supplies and referrals to community resources. According to CHKS data 60% of all students and 72% of EL students agree or strongly agree that the school environment provides positive counseling and other ways to help students with social and emotional needs.
Goal 3 Action 11 Femineer Program: This action was partially implemented. Femineers participation increased in all of our elementary schools. According to CHKS, opportunities for meaningful school connectedness are at 71% of all students. Middle school did not participate in the Femineer program.

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.

Based upon the 2025-26 Annual Update Table, there are material differences for the following:
Goal 3 Action 3 Counselors and Social Workers: This action supports the counseling programs by providing support for students who are chronically absent, or exhibit behavioral and social-emotional challenges. Material differences between budgeted and estimated actual expenditures were less due to salary and benefits being less than budgeted and consolidation based upon recommendations in the fiscal stabilization plan resulted in reduced staffing.
Goal 3 Action 4 Student Wellness and Engagement: This action provides for the Director of Student Services and the clerical support. Material differences between budgeted and estimated actual expenditures were less due to salary and benefits being less than budgeted and there was a gap in support staffing as the district conducted the hiring process.
Goal 3 Action 6 NGSS Support: This action pays for lab materials and partnership with our hands-on garden science program at all of our school sites. Material differences between budgeted and estimated actual expenditures were more due to expansion of garden projects and carryover of summer projects..
Goal 3 Action 8 AVID Program and Tutoring: This action provides support for the implementation of the AVID program at the middle and high schools. Material differences between budgeted and estimated actual expenditures were less due to impact of fiscal stabilization plan recommendations for consolidation of middle schools, reduction in student enrollment in the program and timeline of recruiting and onboarding tutors.
Goal 3 Action 9 School Climate and Culture (PBIS, MEOs):This action supports programs to improve the climate and culture of our schools. Material differences between budgeted and estimated actual expenditures were more due to the impact of the fiscal stabilization plan and school consolidation results. PBIS teams and travel were reduced resulting in lowered travel and conference, professional development and extra hour compensation needed.

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

Goal 3 Action 1 Arts Integration and Staff: This action was effective. 71% of students reported strong school connectedness (CHKS 2026) with 72% EL's reporting positive connectedness. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 2 Dual Immersion: This action was partially effective. The number of students earning the seal of biliteracy over our three year goal is 50 students currently. EL's enrolled in DI, summative ELPAC increased to 50% who maintained or progressed at least one level in proficiency. AAPPL results remained above the national averages in Spanish and Mandarin. 0% of socio-economically disadvantaged students received the State Seal of Biliteracy. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 3 Counselors and Social Workers: This action was effective. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 4 Student Wellness and Engagement: This action was effective. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 5 At Promise Student Monitoring: This action was effective. 71% of students reported strong school connectedness (CHKS 2026) with 72% EL's reporting positive connectedness. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 6 NGSS Support: This action was effective. District wide, CAST results were33% of all students met or exceeded the standards, resulting in a 3% from our baseline. The trend of 3% of EL's meeting or exceeding continued. We had a slight increase in Socioeconomically Disadvantaged students improving just under 3% from 19% to 22%. The strategy will be to increase specific targeted instruction with support of the program (Food Ed) to improve and support learners. This provides outdoor, hands-on learning opportunities with community partnerships in the field of environmental and food sciences. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 7 AP Testing Support: This action was partially effective. AP Pass rate increased from 53% from 2023-24 to 64% in 2024-25, resulting in surpassing our three year

55% pass rate. The AP passage rate in maintained at 49% from the baseline for English Language Learners. Student passage rate reduced 3% from a baseline of 54% to 51% for Socioeconomically Disadvantaged students (data from College Board/AERIES). Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 8 AVID Program and Tutoring: This action was partially effective. While the middle school program continued to expand the AVID and tutoring options, full planned staffing was not achieved. An impact was the loss of 6th grade due to the fiscal stabilization consolidation plan. Elementary school tutoring also remained below projected budgeted staffing levels. High school participation maintained the same amount of AVID sections but does compete with our early college enrollment as students opt for early college. Tutoring was expanded to our elementary sites, offering tutoring support options before and after school. High School Graduation Rate Data: EL students had a 7% increase in 2024-25 (90.9%) who met or exceeded the standard from the 2023-24 (83%) benchmark. SED students had a 1.0% decrease in 2024-25 (93.1%) who met or exceeded the standard from the 2023-24 (94.3%) benchmark. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 9 School Climate and Culture, PBIS: This action was effective. Each site participated in the Tiered Fidelity Inventory, with applications for bronze, silver and gold recognition. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program. Multi-Tiered Systems of Support (MTSS) and Coordination of Services Teams (COST) systems (including RTI/PBIS models) will remain a focus of routine at each of our sites, monitoring academic progress, attendance and social, emotional needs including providing interventions as appropriate. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 10 Wellness Center and Programs: This action was effective. 71% of students reported strong school connectedness (CHKS 2026) with 72% EL's reporting positive connectedness. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%.The 2025-2026 projected suspension rate for all students is 1.62% and the projected expulsion rate is 0%, which is a nearly 1% decrease in suspensions and maintains well below our goal for expulsion rate. Our EL rate for suspension remained below our three year goal and was 2% less than the previous year at 2.43%. Our socioeconomically disadvantaged students reduced just under 2% to 2.16% from our original baseline. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program. Multi-Tiered Systems of Support (MTSS) and Coordination of Services Teams (COST) systems (including RTI/PBIS models) will remain a focus of routine at each of our sites, monitoring academic progress, attendance and social, emotional needs including providing interventions as appropriate. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).
Goal 3 Action 11 Femineer Program: This action was effective. Femineers participation increased in all of our elementary schools. According to CHKS, opportunities for meaningful student participation are 75% of all elementary EL students. Middle school did not participate in the Femineer program. The attendance rate for the 2025-26 school year is 94%. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).

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

The following actions are noted with proposed changes:
Goal 3 Action 3 Counselors and Social Workers: This action will be amended to reflect the social worker component will remain reduced, with proposed transition to behavioral support counselors. This action will no longer be an LREBG funded action.
Goal 3 Action 4 Student Wellness and Engagement: This action received increased funding based upon need and educational partner input, to provide a specific budget for Student Support Services and the expansion of Multi-Tiered Systems of Support.
Goal 3 Action 5 At Promise Student Monitoring: This action will be amended to reflect the reduction of two assistant principals at the middle school sites (re: fiscal stabilization plan) moves 6th grade to elementary campuses adopting a single site junior high model (7th and 8th only) with expansion of interventionists TK-8.
The following metrics are noted with proposed changes:
Goal 3 Metric 4: Amended to reflect corrected chronic absenteeism rate for 2023-24 and amended to include measurement data of EL's and SED identified students
Goal 3 Metric 5: Amended to include measurement data of EL's and SED identified students
Goal 3 Metric 6: Data was updated

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	Arts Integration and Staff	This action provides support for incorporating visual and performing arts into the educational program. The action increases and improves the school experience of our English learners and low income students by providing supportive, inclusive, and engaging learning experiences.	$180,000.00	Yes
2	Dual Immersion	This action supports the success of English learners (particularly those whose home language is Spanish or Mandarin) or low income students by providing a Spanish and Mandarin dual immersion programs. This action will also provide additional support through supplemental materials, professional development, and conference attendance.	$1,910,207.00	Yes
3	Counselors and Social Workers	This action supports the counseling program by providing targeted services for unduplicated students who are chronically absent or demonstrate behavioral and social-emotional challenges. Students who are English learners and low income will receive additional guidance and support to ensure appropriate course placement and access to academic opportunities. In addition, professional development will be provided to counselors to strengthen their capacity to address students' academic, behavioral, social-emotional, and college and career readiness needs, resulting in improved support for these student groups.	$1,773,923.00	Yes
4	Student Wellness and Engagement	This action helps ensure that English learners and low-income students receive essential support, access to programs, and the supplies and materials necessary for academic success. Through the Director of Student Services and clerical support staff, the district oversees and monitors multi-tiered systems of support, course offerings, enrollment, and social-emotional well-being to ensure students receive appropriate services, resources, and interventions that support their educational needs. The Director will also implement and monitor CTE, and college and career pathways and design and develop programs to support unduplicated pupils, teachers, and	$400,000.00	Yes

		counselors.		
5	At Promise Student Monitoring	This action provides direct support for students who are English learners and low income by the assistant principals at the secondary schools, who will support the academic and social-emotional well-being of students, oversee the implementation of LCAP goals and actions, and foster inclusive and engaging school cultures for the unduplicated students.	$225,000.00	Yes
6	NGSS Support	This action provides supplemental programming to support the mastery of the Next Generation Science Standards (NGSS) for the English learners and low income students. In particular, this action supports the expansion of the hands-on garden science program.	$220,000.00	Yes
7	AP Testing Support	This action provides financial support for the Advanced Placement (AP) exams for English learners and low income high school students, who might otherwise not have access to the AP exams due to their cost.	$95,000.00	Yes
8	AVID Program and Tutoring	This action provides support for the implementation of the AVID program at the middle and high schools, and free tutoring for academic support. The AVID program and AVID tutoring provides additional support for our students who are English learners and low income students.	$100,000.00	Yes
9	School Climate and Culture, PBIS, MEO's	This action supports programs for our students who are English learners and low income who are more likely to experience a decreased sense of belonging to their school and with their classmates. This action provides the implementation and development of our PBIS programs and the Monrovia Elementary Olympics. These programs provide valuable opportunities for the unduplicated students to build stronger connections within their schools, as well as across schools within our district.	$70,000.00	Yes
10	Wellness Center and Programs	This action provides funding for a Wellness Center Coordinator at Monrovia High School, who will oversee and monitor interventions to support the social-emotional well-being of the unduplicated students. The Coordinator provides screenings and case management for counseling and intervention. This action provides additional support to our students who are English learners and low income.	$175,000.00	Yes
11	Femineer Program	This action provides the expansion of the Femineer Program at our elementary and middle schools for the students who are English learners and low income who might not otherwise have access or interest in STEM education. The program provides hands-on engineering projects and encourages students to pursue STEM (science, technology, engineering, and math) in their education and careers.	$27,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Engaged Parents, Families, and Community: This goal is to strengthen meaningful partnerships with parents, families, and the community through ongoing engagement, communication, and collaboration to support student success and well-being.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

In alignment with the MUSD Strategic Plan, this goal focuses on increasing opportunities for parents to meaningfully participate in school activities that directly support successful student learning and academic achievement. The initiative emphasizes establishing, expanding, and maintaining strategic partnerships with community-based organizations and MUSD alumni to strengthen the district's support network. Progress toward building these collaborative relationships and enhancing stakeholder involvement will be monitored and measured using the CA Dashboard Local Indicator 3 for Parent Resource and Engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent input in decision making as measured by the CA Dashboard Local Indicator for Parent Involvement and Family Engagement (Priority 3).	We met the standard on the 2023 CA Dashboard Local Indicator, "Parent and Family Engagement." CHKS Average reporting of parental involvement “strongly agree” at 38%	We met the standard on the 2024 CA Dashboard Local Indicator, "Parent and Family Engagement." CHKS Average reporting of parental involvement “strongly agree” at 38%	We met the standard on the 2025 CA Dashboard Local Indicator, "Parent and Family Engagement." CHKS Average reporting of parental involvement “strongly agree” at 42%.	Continue to meet the standard on the CA Dashboard Local Indicator, "Parent and Family Engagement."	Year 2 Difference: Increase of 4% of parent respondents who strongly agreed that Parent and Family involvement is encouraged.

2	Parent participation in programs for unduplicated pupils as measured by the CA Dashboard Local Indicator for Parent Involvement and Family Engagement (Priority 3).	We met the standard on the 2023 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2023-24 LCAP Survey, 77% of parents indicated that they felt satisfied with the opportunities to participate in their child's education	We met the standard on the 2024 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2024-25 LCAP In the survey, 78% of parents indicated that they felt satisfied with the opportunities to participate in their child's education.	We met the standard on the 2025 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2025-26 LCAP In the survey, 83.3% of parents indicated that they felt satisfied with the opportunities to participate in their child's education.	Continue to meet the standard on the CA Dashboard Local Indicator, "Parent and Family Engagement." Maintain at least 80% of parents indicating satisfaction with the opportunities to participate in their child's education as measured on the annual LCAP Survey.	Year 2 Difference: Parent and Family Engagement Indicator Maintained LCAP Survey of parent satisfaction increased (6.3%)

Goal Analysis for 2025-2026

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

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

Goal 4 Action 1 21st Century Learning: This action was fully implemented. The position of technology director was maintained overseeing the technical infrastructure and academic components of district technology and systems. This role was pivotal in monitoring, disaggregating data and providing technological support for instructional impact.
Goal 4 Action 2 Student, Family and Community Engagement: This action was fully implemented. The staffing of the public information officer was pivotal in supporting community engagement and communication. Communication was timely and used social media platforms and Parent Square as our main communication to reach families of English learners, low income, or in foster care, staff and community. Educational partner input revealed improved communication district-wide.
Goal 4 Action 3 Positive Community Connections: This action was fully implemented. The School Safety Resource Officer provided in-school support, emergency response, interventions and home visits. The community liaison and family support role also provided support for our English learners, low income, and identified foster care students.

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

Actions and services for Goal 4, aimed at engaged parents, families and community were generally expended as intended, with a few exceptions. Below are the material differences of 20% or more between budgeted and estimated actual expenditures.
Based upon the 2025-26 Annual Update Table, there are material differences for the following:
Goal 4 Action 1 21st Century Learning: This action provided a Chief Technology Officer (CTO) and staff. Material differences between budgeted and estimated actual expenditures were less due to impact of fiscal stabilization plan, and staffing of the positions did not occur.

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

Goal 4 Action 1 21st Century Learning: This action was partially partially effective. 100% of all students had a laptop and access to wifi in school and the option for availability at home. Increases overall in ELA and Math State Assessments according to the CA Dashboard: ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.
Goal 4 Action 2 Student, Family and Community Engagement: This action was effective. Public Information Officer was pivotal in communication to all education partners, particularly during adversity and traumatic times across the district. All information was provided in the families preferred home language. According to the 2025-26 California Healthy Kids Survey: Elementary: 71% felt connected, 77% felt safe. In Secondary: 59% felt connected, 69% felt safe. Elementary EL students: 68% felt connected; 80% felt safe. Secondary EL students: 66% felt connected, 72% felt safe.
Goal 4 Action 3 Positive Community Connections: This action was effective. The School Safety Resource Officer provided support beyond the school site, with the access to "push into" the community and provide wellness checks, interventions and access to resources. Parent and family engagement continues to be a point of focus and is embedded in our strategic plan and all school site single plans for student achievement. While we continue to meet requirements of engagement, improving strategies to strengthen partnerships with community and educational partners remains a high priority. The 2025-2026 projected suspension rate for all students is 1.62% and the projected expulsion rate is 0%, which is a nearly 1% decrease in suspensions and maintains well below our goal for expulsion rate. Our EL rate for suspension remained below our three year goal and was 2% less than the previous year at 2.43%. Our socioeconomically disadvantaged students reduced just under 2% to 2.16% from our original baseline. Our needs assessment and educational partner input opportunities yielded just under two thousand participants. Foster Youth data is not displayed due to privacy protections associated with a small student group size (n-size).

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

The following actions are noted with proposed changes:
Goal 4 had changes to metrics and revised data.
Goal 4 Action 2 Public Information Officer: This action will be amended to reflect the addition of an events coordinator to expand community engagement opportunities.
There are no planned changes to Goal 4 metrics

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	21st Century Learning	The Chief Technology Officer (CTO) and staff, will provide support in the educational technology programs for our students who are English learners and low income who might not otherwise have access to technology tools and platforms. The CTO oversees and monitors professional development for teachers and staff to improve the use of technology to support learning, engagement, and achievement of the unduplicated students.	$41,000.00	Yes
2	Student, Family, and	Public Information Officer who provides additional support for our students who are English	$210,000.00	Yes

	Community Engagement	learners and low income who often experience decreased levels of connectedness and a sense of belonging with their schools. This will increase and improve communication throughout the community, and to highlight positive aspects of our schools through social media platforms, contributing to increased sense of belonging and pride among the unduplicated students and staff.		
3	Positive Community Connections	This action provides additional support for our students who are English learners and low income who historically have had weaker connections and trust with law enforcement and community resources through a School Resource Officer (SRO) to support increased and improved engagement with the unduplicated students, families and the community. The SRO provides education for unduplicated students and families about preventing juvenile delinquency, promotes positive relationships between youth and law enforcement, collaboration with district counseling programs, and coordination with community resources.	$100,215.00	Yes

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Goal: By the end of the 2026-27 school year, MUSD will increase the academic achievement of the students in the equity multiplier schools (Canyon Oaks, Mountain Park) to 50% meeting or exceeding standards as measured by the CA Assessment of Student Performance and Progress in math. This will be accomplished by providing comprehensive support and resources including the implementation of intervention support staff, tutoring, staff development, and parent workshops. By next school year, Average Daily Attendance goal will be set at 95% for both Canyon Oaks and Mountain Park Schools.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

1, 2, 4, 5

An explanation of why the LEA has developed this goal.

This goal addresses the identification of Canyon Oaks High School and Mountain Park Distance Learning School as equity multiplier sites which was based on the 2025 CA Dashboard. This goal aligns with the MUSD Strategic Plan and focuses on closing achievement gaps, raising academic achievement levels, and fully preparing students for success in the college and career of their choice. Progress towards meeting this goal will be measured using the following metrics: CA Dashboard Local Indicators and Student achievement on CAASPP Math Student achievement. At both Canyon Oaks High School and Mountain Park, consultation and input meetings, surveys and discussions from educational partners, including students, parents, staff and representative association members were held. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Based upon the input from the educational partner groups, data analysis, and understanding the the initial established actions were not implemented, the goals and were agreed upon to remain the same for the 2026-27 school year. The Equity Multiplier Goals will focus on: CAASPP Mathematics improvement at Canyon Oaks and Mountain Park and Average Daily Attendance improvement at Canyon Oaks and Mountain Park. The math goal was developed as it is the highest need for targeted growth.

Measuring and Reporting Results

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

1	Implementation of State Standards: Implementation of the academic mathematics content and performance standards adopted by the state board as measured by the CA Dashboard Local Indicator for Implementing State Academic Standards (State Priority 2).	CAASPP Math: Canyon Oaks High School: 2023-24 0% of students met or exceeded the standard Mountain Park School: 2023-24 6.9% met or exceeded the standard	None Available	2024-25 CAASPP Math: Canyon Oaks High School: All Students: 7.14% met or exceeded the standard Mountain Park School: All Students: 13.33% met or exceeded the standard	Math CAASPP: Canyon Oaks High School: All Students: 50% meet or exceed the standard Mountain Park School: All Students: 50% meet or exceed the standard	Year 2 Difference Canyon Oaks High School: All Students: Increase of 7.14% met or exceeded the standard Mountain Park School: All Students: Increase of 6.43% met or exceeded the standard
2	Average Daily Attendance (State Priority 5)	Average Daily Attendance 2023-24 Canyon Oaks: 82% 2023-24 ADA Mountain Park: 93%	None Available	Average Daily Attendance 2025-26 Canyon Oaks: 58% 2025-26 ADA Mountain Park: 100%	All Canyon Oaks Students achieve attendance rate of at least 95% All Mountain Park Students achieve attendance rate of at least 95%	Year 2 Difference: Canyon Oaks: 24% Decrease in Average Daily Attendance Mountain Park: 7% Increase in Average Daily Attendance

Goal Analysis for 2025-2026

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

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

Goal 5 Action 1 Canyon Oaks: Edgenuity. This action was fully implemented.
Goal 5 Action 2 Canyon Oaks: Intervention Support. This action was partially implemented. Proposed budgeted staffing was not fully fulfilled.
Goal 5 Action 3 Mountain Park: Intervention Support. This action was partially implemented. Proposed budgeted staffing was not fully fulfilled.

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.

Goal 5 Action 3 Mountain Park: Intervention Support. Availability of staffing impacted fulfillment of this role.
Canyon Oaks and Mountain Park are relocating in response to the fiscal stabilization and consolidation plan. Restructured staffing and administrative roles will be implemented for 2026-27.

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

Goal 5 Action 1 Canyon Oaks: Edgenuity. This action was partially effective. Action was implemented but funding source was not provided through the planned LCAP targeted equity multiplier funds.
Goal 5 Action 2 Canyon Oaks: Intervention Support. This action was partially effective. This action was not fully implemented as staffing proposal was not fulfilled. 2024-25 CAASPP Math:
Canyon Oaks High School:
All Students: 7.14% met or exceeded the standard
Mountain Park School:
All Students: 13.33% met or exceeded the standard
Average Daily Attendance
2025-26 Canyon Oaks: 58%
Goal 5 Action 3 Mountain Park: Intervention Support. This action was partially effective. This action was not fully implemented as staffing proposal was not fulfilled. 2024-25 CAASPP Math:
Canyon Oaks High School:
All Students: 7.14% met or exceeded the standard
Mountain Park School:
All Students: 13.33% met or exceeded the standard

Canyon Oaks and Mountain Park are relocating and repurposing the school site that will be left vacant due to our consolidation of middle schools. This is in compliance with the fiscal stabilization and consolidation plan. Restructured staffing and administrative roles will be implemented for 2026-27 as well.

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.

Goal 5 Action 1 Canyon Oaks: Edgenuity. This goal and action will remain based upon educational partner input. This action is scheduled for implementation 2026-27.
Goal 5 Action 2 Canyon Oaks: Intervention Support. This goal and action will remain based upon educational partner input. This action is scheduled for implementation 2026-27.
Goal 5 Action 3 Mountain Park: Intervention Support. This goal and action will remain based upon educational partner input. This action is scheduled for implementation 2026-27.

Goal 5 Metric 1: This metric has been updated to reflect measurable CAASPP math scores as a result of the addition of the equity mulitplier goal to 2024-25 LCAP.
Goal 5 Metric 2: This metric has been updated to reflect measurable average daily attendance data as a result of the addition of the equity mulitplier goal to 2024-25 LCAP.

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	Canyon Oaks Edgenuity	A digital platform for students to access core subject materials, elective options and credit recovery. This digital program provides supplemental instruction, resource links, benchmark assessments and allows for a hybrid of online and in-person instructional settings.	$40,000.00	No
2	Canyon Oaks: Intervention Support	Provides additional support, outreach, intervention and tutoring for all at risk students at Canyon Oaks High School	$20,099.00	No
3	Mountain Park: Intervention Support	Provides additional support, outreach, intervention and tutoring for all at risk students at Mountain Park Distance Learning School.	$85,454.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,739,880.00	$659,151.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.52%	0.00%	$0.00	17.52%

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 #(s)	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
Goal 1, Action 1	Action: Early Literacy Targeted Support Need: Our CAASPP data shows the following concerns: Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) The academic achievement in ELA of English learners and low income students remains lower than the overall achievement level of students. Ed. Partner feedback has been overwhelmingly in favor of smaller classes for students including increasing small group instruction, improved English Language Development and interventions.	We will support lower class size ratios at the primary grades with a focus on EL's, SED and Foster Youth to provide more personalized support for students to develop strong foundations in literacy and numeracy. However, this action is being provided on a schoolwide basis to maximize the impact in CAASPP ELA scores by increasing individualized support to all students who are struggling.	CAASPP ELA scores i-Ready Reading Diagnostic results

Goal 1, Action 2	Action: Data-Driven Systems Needs: Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. English learner progress continues to require improvement. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Teachers and administrators have emphasized the importance of data to monitor EL progress and make informed instructional decisions. Identifying benchmarks of LTEL's and increased targeted instruction prior to reaching status. 2025 CAASPP ELA: English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) In the 2024-25 school year, the English Learner progress was only an increase of 2.1 % falling short of 60% three year goal.	To address the needs we will provide a Data Specialist providing achievement data and reports to effectively monitor academic progress of unduplicated students and to guide instructional decisions to support the learning and their achievement. We will also purchase data warehousing software to organize reports and provide the capacity for disaggregation of data. These actions address the identified needs and will create an opportunity to significantly improve the achievement of unduplicated students. The Data Specialist will provide progress monitoring of English Language Learners and Long Term English Language Learners. This action is being provided on an LEA wide basis to maximize the impact in CAASPP ELA improvement by providing a data specialist to provide support to all students	English Learner Progress Indicator (ELPI). EL achievement on the CAASPP ELA EL achievement on the i-Ready diagnostic

Goal 1, Action 3	Action: Supplemental instruction Needs: The academic achievement in ELA of students who are English learners and low income has remained below the overall achievement level. Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. Ed. Partner feedback has been overwhelmingly in favor of providing intervention programs, supplemental services, and professional development to improve academic achievement and the school climate. 2025 CAASPP ELA: English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). In the 2024-25 school year, the English Learner progress was only an increase of 2.1 % falling short of 60% three year goal.	To address these needs, we will provide school sites with funds to determine the specific needs of their ELs, LTELs and low income students, utilizing resources to provide targeted intervention and supplemental programs to support student learning and achievement. Sites will also provide professional development for teachers to refine instructional practices in ways that enhance student learning, achievement, and sense of safety and community. This action provides for targeted supplemental instructional materials for English Language Development. These actions will create an opportunity to improve the achievement of unduplicated students through targeted intervention, professional development, and supplemental programs. Sites will also provide professional development for teachers to refine instructional practices in ways that enhance student learning and achievement. This action is being provided on an LEA wide basis to maximize the impact in CAASPP ELA improvement by providing supplemental programs, materials and staff training to provide support to all struggling students	CAASPP ELA i-Ready ELA Diagnostic Assessment
Goal 1, Action 4	Action: AP Summer Institute Needs: Although participation in Advanced Placement courses has increased, the number of ELs and low income students who participate is lower than the overall average. Pass rate remains static (no progress) Feedback from educational partners has emphasized the importance of increasing access to AP courses, with an emphasis on our unduplicated students. The AP passage rate in 2023 was 56.48%. (data from College Board) EL student passage rate: 49% SED student passage rate: 54% (data from College Board Feedback from educational partners has emphasized the importance of increasing access to AP courses, with an emphasis on our unduplicated students.	To address this need, we will provide an AP Summer Institute for teachers that will assist them in preparing more unduplicated students to enroll in AP courses, and improve their performance on the AP exams. This action is being implemented school wide to provide accessibility for unduplicated students in AP courses and will include all students to increase the enrollment AP courses. This will contribute to the professional development of our teachers.	AP enrollment AP exam passing rate
Goal 1, Action 5	Action: Differentiated Instruction and Progress Monitoring Needs:	To address this need, we will provide i-Ready personalized learning experiences in both ELA and Math for students in grades K-8. This provides intervention for students who are	i-Ready ELA diagnostic i-Ready Math diagnostic CAASPP ELA

The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and socioeconomically disadvantaged students. Feedback from educational partners has emphasized the need for personalized academic support in both ELA and math that can be accessed by students while at home as well as at school, access to tutoring and in-school intervention support. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners:13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).	below grade level, and acceleration for students who are ready to progress. This includes the i-Ready diagnostic assessments that provide valuable data that guide instructional decisions to most effectively meet the needs of students. This action will provide headsets that are essential for students to utilize i-Ready and increase personal focus. These actions will create an opportunity to improve the achievement of unduplicated students through personalized academic support and detailed diagnostic reports that guide instructional decisions. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement.	CAASPP Math

Goal 1, Action 6	Action: Instructional Delivery and Support Systems Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. Feedback from educational partners has emphasized the need for effective monitoring and oversight of supplemental educational programs that support unduplicated students. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).	To address this need, we will provide an Executive Director of Educational Services and support staff to oversee and monitor supplemental educational programs including intervention, CTE, and other actions in our LCAP. This action helps ensure that students who are English learners and low income student, are making continuous academic growth. These actions will create an opportunity to improve the achievement of unduplicated students through maintaining the effectiveness of supplemental programs that provide academic support for students. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.	CAASPP ELA and Math i-Ready ELA and Math ELPI

	Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). In the 2025-2026 school year, the English learner reclassification rate was 15%. 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator The attendance rate for the 2025-26 school year is 94.45% (currently) The chronic absenteeism rate for the 2025-26 school year is 14.39% (currently) Chronic Absenteeism 2025-26 (EL's) 19.23% Chronic Absenteeism 2025-26 (SED) 18.15%		
Goal 1, Action 7	Action: Technology: Access and Equity Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress (as measured on the CA Dashboard on the ELPI) is just above 50% Feedback from educational partners has emphasized the need for 1-to-1 technology that provides students with access to valuable instructional support resources both at school and at home. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard).	To address this need, we will provide students with 1-to-1 technology devices providing access to personalized learning platforms, intervention, online tutoring, and supplemental instructional support both at school and at home. Wi-Fi hotspots will be provided for students who do not have internet access at home. These actions will create an opportunity to improve the achievement of unduplicated students through increasing access to valuable instructional resources (e.g., i-Ready) while at school and at home. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.	ELPI CAASPP ELA and Math i-Ready ELA and Math

	Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). In the 2025-2026 school year, the English learner reclassification rate was 15%. 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator		
Goal 1, Action 8	Action: Interventionists Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. Feedback from educational partners consistently emphasizes the need for academic intervention programs to support students who are struggling in ELA and math. In particular, educational partners have emphasized the value of providing intervention during the school day. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or	To address this need, we will provide Interventionists and intervention aides at the elementary and middle schools to implement targeted academic intervention for students who are below grade level in ELA and math. This action provides for targeted small group instruction support and sheltered English Language Development instruction. These actions will create an opportunity to improve the achievement of unduplicated students through targeted intervention, professional development, and supplemental programs. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement.	CAASPP ELA and Math i-Ready ELA and Math

	exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). In the 2025-2026 school year, the English learner reclassification rate was 15%. 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator		

Goal 1, Action 9	Action: Technology Naviance Needs: The percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year. Educational partner feedback has consistently emphasized the importance of ensuring college readiness of our students. Teachers, students, and administrators have described the Naviance program as a valuable resource to ensure successful completion of A-G requirements. 12th grade students in the 2024-25 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 51.9% English Language Learners (EL) who met UC/CSU A-G requirements: 33% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 47.5% The projected graduation rate for the 2025-26 school year is 96.9% EL graduation rate 2025-26: 100% SED graduation rate 2025-26: 95.3%	To address this need, we will provide Naviance, which guides and supports students in middle and high school to follow a successful path to prepare for college and career. Secondary counselors use Naviance to monitor and support students. This action will create an opportunity to increase A-G completion rates of our students through the personalized guidance and support provided by Naviance. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement.	High school A-G completion rate High school graduation rate

Goal 1, Action 10	Action:CTE Pathways Needs: Although the number of students participating in CTE pathways increased significantly over the past three years, the number decreased slightly from last year to this year. The percentage of English learners participating in CTE remained low, but did improve from our baseline data. CTE Completer status remains below targeted goals Feedback from educational partners has highlighted the importance of CTE pathways to improve college and career opportunities of our unduplicated students. 12th grade students in the 2025-2026 school year are projected for completion of CTE Pathways at the following rates: All students at 35.4% English Language Learners at 17% Socioeconomically Disadvantaged at 35.4% CTE Completer status remains below targeted goals Feedback from educational partners has highlighted the importance of CTE pathways to improve college and career opportunities of our unduplicated students. 12th grade students completed CTE Pathways at the following rates: 12th grade students completing CTE pathways = 27% completion ELs = 30% completion rate SED = 25% completion rate	To address this need, we will improve and increase CTE pathways to provide students with opportunities to prepare for careers in high-need and high-interest areas. CTE pathways can be especially valuable for students who are English learners, and low income students, since they may not otherwise have these opportunities. These actions will create an opportunity to improve the college and career opportunities of unduplicated students through increased access to CTE pathways. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement.	CTE enrollment rate CTE pathway completion rate % of English learners participating in CTE % of low income students participating in CTE
Goal 2, Action 1	Action: Supplemental Support Services Identified Need: Supplemental Support Services Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California	To address these needs, funding will be provided to support programs that improve academic support for students who are below grade level in ELA and math, increase support for English learners to progress towards reclassification, increase student engagement and sense of belonging, and increase access to college and career pathways. These actions will create an opportunity to improve the academic achievement of unduplicated students, their sense of safety and belonging, and increase the college and career opportunities through the implementation of district-level programs and resources that support these needs. Although	CAASPP ELA and Math i-Ready ELA and Math Chronic absenteeism rate Suspension and expulsion rates English Learner Progress Indicator (ELPI)

	Dashboard. Feedback from our educational partners has emphasized the need for district-wide programs that support unduplicated students' academic achievement, increase students' sense of safety and belonging, improve the quality of teaching and learning, and increase college and career opportunities. Adoption of ELD curriculum, increasing interventionist support at each site and expanding tutoring options is embedded in the plan. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased	this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.	

	by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). . In the 2025-2026 school year, the English learner reclassification rate was 15%. 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator . The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16%		
Goal 2, Action 2	Action: Professional Development Identified Need: Professional Development Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student groups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners has emphasized the need for targeted professional development that supports the refinement of instructional practices that increase academic achievement and better meet the needs of our unduplicated students. Professional development support included partners from The New Teacher Project (TNTP), Eureka 2 and Stanford Consultants, among others, helped focus on targeted student groups. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or	To address this need, we will provide certificated staff with four days of targeted professional development to refine instructional practices in ways that support increased academic achievement, increased progress of English learners towards reclassification, monitor and reduce the number of LTELs and improve student engagement. This action provides for ongoing professional development in alignment with the adoption of the supplemental Newcomer and English Language Development curriculum and programs. These actions will create an opportunity to improve the academic achievement and engagement of unduplicated students through improvements to teaching and learning that result from targeted professional development. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.	CAASPP ELA and Math i-Ready ELA and Math California Healthy Kids Survey Chronic Absenteeism rate Suspension and expulsion rates

	exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA: English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) In the 2024-25 school year, the English Learner progress was only an increase of 2.1 % falling short of 60% three year goal. 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners:13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16%		
Goal 2, Action 3	Identified Need: Instructional Coaches Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as	To address this need, we will provide eight instructional specialists who will support teachers to refine instructional practices to better meet the needs of students who are below grade level in ELA and math, to increase English learners' progress towards reclassification, and to improve student engagement. Coaches will support the training and implementation of the newcomer and English Language Development curriculum and instructional practices. These actions will create an opportunity to improve the	CAASPP ELA and Math i-Ready ELA and Math California Healthy Kids Survey

measured by the ELPI on the California Dashboard. Educational partner feedback has emphasized the need for instructional specialists to provide support for teachers' professional growth and to oversee supplemental programs that can improve student learning and achievement and engagement. Instructional coaches have been pivotal in providing staff development, training, feedback monitoring and implementation of new curriculum with fidelity. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased	academic achievement and engagement of unduplicated students through improvements to teaching and learning that result from instructional coaching and support. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.	

	by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). In the 2025-2026 school year, the English learner reclassification rate was 15%. 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator		
Goal 3, Action 1	Goal: Supportive, Inclusive, and Student-Centered Cultures Needs: Visual and Performing Arts The academic achievement of English learners and low income students remains below the overall average in ELA. English learner progress has not improved significantly. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Educational partner feedback has been overwhelmingly in favor of supporting our Spanish and Mandarin dual immersion programs. 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard).	To address these needs, we will provide students with arts programs that increase student engagement, foster a sense of connection and community, improve social-emotional wellbeing, and enhance academic achievement. These actions will incorporate visual and performing arts into the educational program. The action increases and improves the school experience of our English learners, low income students, and students in foster care, by providing supportive, inclusive, and engaging learning experiences. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement. .	California Healthy Kids Survey Chronic absenteeism rate Attendance rate

Goal 3, Action 2	Identified Need: Dual Immersion Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Educational partner feedback has been overwhelmingly in favor of supporting our Spanish and Mandarin dual immersion programs.	To address these needs, we will provide support for our Spanish and Mandarin dual immersion programs which promote the academic achievement of English learners, increase their sense of community and belonging, and improve the level of student engagement. These actions will create an opportunity to improve the academic achievement, student engagement, and sense of social emotional well-being through participation in dual immersion programs. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement.	English Learner Progress Indicator (ELPI) CAASPP ELA for English Learners AAPPL (language assessment in Mandarin and Spanish)
Goal 3, Action 3	Action: Counselors and Social Workers Needs: Parents, teachers, and staff continue to emphasize the importance of providing social emotional learning and support for students. The percentage of students who participate in counseling services remains high. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from our educational partners consistently emphasizes the need to provide students with additional social-emotional support and resources for families. In particular, educational partners have been in favor of providing counselors and social workers to support students and families. The 2025-2026 suspension rate is 1.62% and the projected expulsion rate is 0% for all students. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16% 2025-26 Foster Youth suspension rate 7.32%	To address these needs, counselors and social workers will work to support the social-emotional wellbeing of students, including: self management, coping skills, managing stress and anxiety, navigating friendships and conflicts, and connection to a variety of important resources for students and families. These actions will create an opportunity to increase student engagement and sense of social emotional well-being through the services and resources provided by our counselors and social workers. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis as counselors serve every school site and to maximize the impact on all student engagement and social-emotional well-being.	California Healthy Kids Survey Chronic absenteeism rate Suspension rate Attendance rate

Goal 3, Action 4	Action: Student Wellness and Engagement Needs: The percentage of students expected to complete A-G requirements decreased from 60% to 40% in the current year. The suspension and expulsion rates have remained relatively low. The attendance rate remains below the goal of 96%. Moreover, a significant percentage of students at the middle and high schools report that they don't feel a sense of connection and safety at school. Educational partner feedback has emphasized the need to provide programs and resources to support student wellness and engagement. The graduation rate for the 2023-24 school year is 94.3% EL graduation rate 2023-24: 83.3% SED graduation rate 2023-24: 94.3% The 2025-2026 suspension rate is 1.62% and the projected expulsion rate is 0% for all students. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16% According to the 2025 California Healthy Kids Survey: School Climate and Safety Perceptions Majority of students feel safe at school (74%) and on the way to school (93%). About 42% report being hit or pushed, and 36% experienced cyberbullying. Perceptions of fairness and respect are high, with 71% feeling treated with respect and 72% understanding rules clearly. Student Engagement and Support Systems 80% of students are motivated academically, and 67% feel connected to their school. Supportive relationships with caring adults are reported by 53%, and 74% perceive high expectations from staff. Behavioral and Mental Health Indicators 12% report lifetime drug or alcohol use, with no marijuana or cigarette use reported. 21% experience frequent sadness, while 64% report good mental wellness.	To address these needs, we will provide a Director of Student Support Services who will ensure effective programs that improve student engagement, sense of belonging, sense of safety, and successful progress towards graduation. These actions will create an opportunity to improve the student wellness and engagement of unduplicated students through programs and resources that address specific needs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student wellness and engagement.	Graduation rate Suspension and expulsion rate Chronic absenteeism rate Attendance rate California Healthy Kids Survey
Goal 3, Action 5	Action: At Promise Student Monitoring Needs:	To address these needs, we will provide assistant principals who will directly support students to ensure academic	Graduation rate CAASSP ELA and Math

	The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Although the number of students participating in CTE pathways increased significantly over the past three years, the number decreased slightly from last year to this year. Moreover, the percentage of English learners participating remained low. The graduation rate for the 2023-24 school year is 94.3% EL graduation rate 2023-24: 83.3% 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).	success, sense of belonging and safety, engagement in learning, and successful pathways towards college and career. These actions will create an opportunity to improve the student achievement, wellness and engagement of unduplicated students through the effective oversight and implementation of programs and resources that address specific needs. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement, wellness and engagement.	A-G completion rate California Healthy Kids Survey

Goal 3, Action 6	Action: NGSS Support Needs: On the 2022-23 California Science Test (CAST), only 36.7% of students met or exceeded the standard. Feedback from educational partners emphasized the need for supplemental, hands-on science learning experiences for students, which have been especially beneficial for English learners, and low income students. 2023 California Science Test (CAST): 36.7% of students met or exceeded the standard. English Learners: 7.8% of students met or exceeded the standard Socioeconomically Disadvantaged: 21.3% of students met or exceeded the standard	To address this need, we will provide students in K-8 with NGSS hands-on supplemental programs and materials that support student learning and engagement with NGSS-based science. These supplemental programs are especially beneficial for English learners and low income students who might not otherwise have background knowledge and experience with science related activities. These actions will create an opportunity to improve the student learning, engagement, and achievement in science, with particular benefits for unduplicated students. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement, wellness and engagement.	Percentage of students who meet or exceed the standard on the California Science Test (CAST)
Goal 3, Action 7	Action: AP Testing Support Needs: Although participation in Advanced Placement courses has increased, the number of ELs and low income students who participate is lower than the overall average. Feedback from our educational partners emphasized the importance of increasing the access that unduplicated students have to advanced placement courses and exams. The AP passage rate in 2023 was 56.48%. (data from College Board) EL student passage rate: 49% SED student passage rate: 54% (data from College Board)	To address this need, MUSD will cover all AP exam costs, removing financial barriers to access and equity. This action is especially important for low income students who might not otherwise have the opportunity to take the AP exam. These actions will create an opportunity to improve unduplicated students' access to AP courses and exams by removing financial barriers. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all students.	Advanced Placement course enrollment Advanced Placement exam passing rates

Goal 3, Action 8	Action: AVID Program and Tutoring Needs: Although graduation rates have remained relatively high (94% in 2024), the percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year. Feedback from educational partners has emphasized the need for programs to support successful college and career preparedness. In particular, educational partners have been in favor of providing AVID programs and tutoring. 12th grade students in the 2024-25 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 51.9% English Language Learners (EL) who met UC/CSU A-G requirements: 33% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 47.5%	To address this need, we will provide AVID programs to support students in grades 7-12 with the goal of overcoming obstacles and achieving success. Students who participate in AVID graduate and attend college at higher rates. This action will create an opportunity to improve unduplicated students' access to successful college and career pathways through AVID programs and AVID tutoring. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all students.	A-G completion rates Graduation rate

Goal 3, Action 9	Action: School Climate and Culture (PBIS) Needs: Positive Behavior Intervention and Supports Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners highlights the importance of building safe and inclusive school cultures. In particular, educational partners have been in favor of continuing the Monrovia Elementary Olympics, and building upon our PBIS programs. Feedback from educational partners emphasized the importance of providing support for students' social-emotional well-being. The Wellness Center and related programs have been highlighted by educational partners as providing valuable services for our unduplicated students. The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16%	To address this need, we will provide a district-wide PBIS program to help create a sense of belonging, safety, and positive culture at all school sites. This PBIS action is implemented LEA-wide to establish a systemic model of positive behavior intervention and supports. The Monrovia Elementary Olympics (MEOs) offer district wide track, field and team events to encourage students an opportunity to participate in healthy programs, build school spirit and positive morale. These actions are especially important for students who are English learners, low income, or in foster care, who might not otherwise have opportunities to feel a sense of belonging, connection, and safety. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students.	California Healthy Kids Survey Suspension and expulsion rates
Goal 3, Action 10	Identified Need: Wellness Center and Programs Needs: Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students who participate in counseling services remains high. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners emphasized the importance of providing support for students' social-emotional well-being. The Wellness Center and related programs have been highlighted by educational partners as providing valuable services for our unduplicated students. The 2025-2026 suspension rate is 1.62% and the projected expulsion rate is 0% for all students. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16% The projected attendance rate for the 2025-2026	To address this need, we will support the Wellness Center at the high school which will provide students with counseling, mental health resources, and opportunities to build healthy relationships with peers. This action is especially important for low income students and students in foster care, a significant percentage of whom have sought out social-emotional support. This action will create an opportunity to improve students' social-emotional well-being through services provided by the Wellness Center. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all students at the high school.	California Healthy Kids Survey Suspension and expulsion rates

	school year: 94.45% The projected chronic absentee rate for the 2025 -2026 school year is = 14.39% Chronic Absenteeism 2025-26 (EL's) 19.23% Chronic Absenteeism 2025-26 (SED) 18.15% According to the 2025-26 California Healthy Kids Survey: Elementary students: 71.3% felt connected, 77.3% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary students: 59.5% felt connected, 69% felt safe Secondary EL students: 50% felt connected, 60% felt safe Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe		
Goal 3, Action 11	Action: Femineer Program Needs: On the 2022-23 California Science Test (CAST), only 36.7% of students met or exceeded the standard. 24- 2025 California Science Test (CAST): All Students: 32.66% Met or exceeded the standards. (1 Red, 2 Orange, 3 Yellow, 2 Green, 2 Blue). English Language Learners: 2.81% students met or exceeded the standard Socioeconomically Disadvantaged: 22.34% Educational partner feedback has emphasized the importance of providing high-interest, handson STEM experiences for unduplicated students. In particular, the Femineer program has had a significant impact on students' interest in engineering and coding, and educational partners expressed an interest in building upon	To address this need, the Femineer program is provided for students in elementary and middle school. Students who participate in the Femineer program are encouraged and motivated to pursue studies in science, technology, engineering, and math; moreover, students are more likely to feel engaged in their learning and achieve at higher levels in math and science. This action is especially important for students who are English learners, low income, or in foster care, who might not otherwise have opportunities to participate in high-interest STEM programs like Femineer. This action will create an opportunity to improve students' engagement, learning, and achievement in science and other STEM fields, through participation in the Femineer program. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all students' interest and achievement in STEM.	CAST results CAASPP math results Chronic absenteeism rate California Healthy Kids Survey

	this program. 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners:13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). According to the 2025-26 California Healthy Kids Survey: Elementary students: 71.3% felt connected, 77.3% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary students: 59.5% felt connected, 69% felt safe Secondary EL students: 50% felt connected, 60% felt safe Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe		

Goal 4, Action 1	Action: 21st Century Learning Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. 52.1% of English learners made progress toward English language proficiency according to the 2025 English Learner Progress Indicator (ELPI). Feedback from our educational partners emphasized the importance of providing unduplicated students with access to educational technology programs. Moreover, educational partners emphasized the importance of utilizing technology to better connect students and families with school and district resources. 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners:13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).	To address these needs, educational technology programs and for the effective maintenance of the 1-to-1 technology devices will be provided. This action enables students to access personalized learning platforms, intervention, online tutoring, and supplemental instructional support both at school and at home. This action will create an opportunity to improve students' learning and achievement through participation in educational technology programs provided both at school and at home. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students' academic achievement.	CAASPP ELA and Math i-Ready ELA and Math ELPI

Goal 4, Action 2	Action: Student, Family, and Community Engagement Needs: Parents have expressed that feeling connected to their child's school is a high priority. Moreover, the percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners has emphasized the importance of maintaining consistent and clear communication between the schools and families at home. Furthermore, educational partners have expressed significant appreciation of the communication provided by our Public Information Officer. According to the 2023 California Healthy Kids Survey: Elementary: 67% felt connected, 75% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary: 57% felt connected, 65% felt safe Secondary EL students: 50% felt connected, 59% felt safe The attendance rate for the 2023-24 school year (as of 5/16/24) is 94.0% The 2025-2026 suspension rate is 1.62% and the projected expulsion rate is 0% for all students. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16%	To address these needs, we will provide a Public Information Officer to maintain consistent communication with students, families, and the community about all that is going on in our schools. This action also highlights the success stories in our district, strengthening students' sense of connection, pride, and engagement with their schools. This action will create an opportunity to improve English Language Learners and low income students' sense of connection to schools, and increase parent and family engagement through successful communication systems. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.	California Healthy Kids Survey LCAP Survey Suspension Rate
Goal 4, Action 3	Action: Positive Community Connections Needs: Parents and students have expressed that feeling connected to the school and the community is a high priority. Moreover, the percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners has	To address these needs, we will partner with the Monrovia Police Department to provide a School Resource Officer, strengthening confidence in the safety in our schools and in our community, and building a sense of connection and pride in our schools. This action will create an opportunity to improve students' sense of connection and safety at school and in the community. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.	Suspension and expulsion rates California Healthy Kids Survey LCAP survey Chronic Absenteeism

	emphasized the need to build connections between unduplicated students and the community. In particular, educational partners have expressed appreciation for our partnership with the Monrovia Police Department through our School Resource Officer program. The 2025-2026 suspension rate is 1.62% and the projected expulsion rate is 0% for all students. 2025-26 EL suspension rate 2.43% 2025-26 SED suspension rate 2.16% According to the 2025-26 California Healthy Kids Survey: Elementary students: 71.3% felt connected, 77.3% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary students: 59.5% felt connected, 69% felt safe Secondary EL students: 50% felt connected, 60% felt safe Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe The attendance rate for the 2025-2026 school year: 94.45% The chronic absentee rate for the 2025-2026 school year is = 14.39% Chronic Absenteeism 2025-26 (EL's) 19.23% Chronic Absenteeism 2025-26 (SED) 18.15%		

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 #(s)	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.

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.

Concentration Grant funds will be allocated to increase the number of staff to provide additional academic support and intervention services at schools with an enrollment of unduplicated students that is greater than 55%. Only one school, Mayflower Elementary, has an unduplicated student count that is below 55%. All other elementary sites will maintain lower staff to student averages in the primary grades, and receive additional classified staff support to provide intervention for students, before, during and/or after school.
The additional staff support are aligned with the following LCAP Goals and Actions: Goal 1, Actions 1 and 8

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	Elementary Schools: 20.5 Middle Schools: No Comparable School Sites High Schools: No Comparable School Sites	Elementary Schools: 17.9 Middle Schools: No Comparable School Sites High Schools: No Comparable School Sites
Staff-to-student ratio of certificated staff providing direct services to students	Elementary Schools: 19.8 Middle Schools: No Comparable School Sites High Schools: No Comparable School Sites	Elementary Schools: 18.6 Middle Schools: No Comparable School Sites High Schools: No Comparable School Sites

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$55,582,072.00	$9,739,880.00	17.52%	0.00%	17.52%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$49,597,419.00	$766,125.00	$0.00	$0.00	$50,363,544.00	$11,172,101.00	$39,191,443.00

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	Early Literacy Targeted Support	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Bradoaks Mayflower Monroe Plymouth Wild Rose, Specific Grade Spans, TK-3rd	August 2026-June 2027	$3,543,000	$0	$3,543,000	$0	$0	$0	$3,543,000	0.00%
1	2	Data-Driven Systems	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	August 2026-June 2027	$95,000	$5,000	$100,000	$0	$0	$0	$100,000	0.00%
1	3	Supplemental Instruction	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	August 2026 - June 2027	$570,000	$430,000	$1,000,000	$0	$0	$0	$1,000,000	0.00%

1	4	AP Summer Institute	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 9-12, Specific Schools, Monrovia High School	July 2026-June 2027	$0	$0	$0	$0	$0	$0	$0	0.00%
1	5	Differentiated Instruction and Progress Monitoring	All	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Bradoaks Mayflower Monroe Plymouth Wild Rose Clifton Santa Fe, Specific Grade Spans, TK-8	August 2026-June 2027	$0	$160,000	$160,000	$0	$0	$0	$160,000	0.00%
1	6	Instructional Delivery and Support Systems	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	August 2026-June 2027	$425,000	$25,000	$450,000	$0	$0	$0	$450,000	0.00%
1	7	Technology: Access and Equity	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	August 2024-June 2025	$0	$1,000,000	$1,000,000	$0	$0	$0	$1,000,000	0.00%
1	8	Interventionists	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, TK-8, Specific Schools, Bradoaks Mayflower Monroe Plymouth Wild Rose Clifton Santa Fe	August 2024-June 2025	$938,254	$55,000	$500,000	$493,254	$0	$0	$993,254	0.00%

1	9	Naviance	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 7-12, Specific Schools, Clifton Santa Fe Monrovia High School Canyon Oaks Mountain Park	August 2026-June 2027	$0	$0	$0	$0	$0	$0	$0	0.00%
1	10	CTE Pathways	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 9-12, Specific Schools, Monrovia High School	August 2026-June 2027	$17,200	$82,800	$100,000	$0	$0	$0	$100,000	0.00%
2	1	Supplemental Support Services	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	August 2026-June 2027	$18,000	$482,000	$500,000	$0	$0	$0	$500,000	0.00%
2	2	Professional Development	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	August 2026-June 2027	$486,000	$14,000	$500,000	$0	$0	$0	$500,000	0.00%
2	3	Instructional Coaches	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	August 2026-June 2027	$1,001,000	$326,318	$1,200,000	$127,318	$0	$0	$1,327,318	0.00%
2	4	Teachers	All	No				August 2026-June 2027	$0	$33,071,307	$33,071,307	$0	$0	$0	$33,071,307	0.00%
2	5	Textbooks	All	No				August 2026-June 2027	$0	$472,025	$472,025	$0	$0	$0	$472,025	0.00%
2	6	Facilities	All	No				August 2026-June 2027	$0	$1,473,742	$1,473,742	$0	$0	$0	$1,473,742	0.00%
3	1	Arts Integration and Staff	All	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Bradoaks, Mayflower, Monroe, Plymouth, Wild Rose	August 2026-June 2027	$0	$180,000	$180,000	$0	$0	$0	$180,000	0.00%

3	2	Dual Immersion	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Plymouth Elementary, Monroe Elementary and Clifton Middle School	August 2026-June 2027	$1,718,000	$192,207	$1,910,207	$0	$0	$0	$1,910,207	0.00%
3	3	Counselors and Social Workers	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	August 2026-June 2027	$1,450,000	$323,923	$1,773,923	$0	$0	$0	$1,773,923	0.00%
3	4	Student Wellness and Engagement	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	August 2026-June 2027	$170,000	$230,000	$400,000	$0	$0	$0	$400,000	0.00%
3	5	At Promise Student Monitoring	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 6-12, Specific Schools, Clifton and Monrovia High School	August 2026-June 2027	$225,000	$0	$225,000	$0	$0	$0	$225,000	0.00%
3	6	NGSS Support	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Bradoaks, Mayflower, Monroe, Plymouth, Wild Rose, Clifton	August 2026-June 2027	$0	$220,000	$220,000	$0	$0	$0	$220,000	0.00%
3	7	AP Testing Support	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 9-12, Specific Schools, Monrovia High School	April 2027-June2027	$0	$95,000	$95,000	$0	$0	$0	$95,000	0.00%

3	8	AVID Program and Tutoring	All	Yes	Schoolwide	Low Income, English learner (EL)	Specific Grade Spans, 7-12, Specific Schools, Clifton Santa Fe Monrovia High School	August 2026-June 2027	$15,000	$85,000	$100,000	$0	$0	$0	$100,000	0.00%
3	9	School Climate and Culture, PBIS, MEO's	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	August 2026-June 2027	$3,000	$67,000	$70,000	$0	$0	$0	$70,000	0.00%
3	10	Wellness Center and Programs	All	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Monrovia High School	August 2026-June 2027	$174,000	$1,000	$175,000	$0	$0	$0	$175,000	0.00%
3	11	Femineer Program	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Bradoaks Elementary Science Academy, Mayflower Elementary, Monroe Elementary, Plymouth Elementary, Wild Rose School of Creative Arts, Clifton Middle School, and Santa Fe Computer Science Magnet School	August 2026-June 2027	$15,000	$12,000	$27,000	$0	$0	$0	$27,000	0.00%
4	1	21st Century Learning	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	August 2026-June 2027	$41,000	$0	$41,000	$0	$0	$0	$41,000	0.00%
4	2	Student, Family, and Community Engagement	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	August 2026-June 2027	$210,000	$0	$210,000	$0	$0	$0	$210,000	0.00%

4	3	Positive Community Connections	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	August 2026-June 2027	$0	$100,215	$100,215	$0	$0	$0	$100,215	0.00%
5	1	Canyon Oaks Edgenuity	All	No				August 2026-June 2027	$0	$40,000	$0	$40,000	$0	$0	$40,000	0.00%
5	2	Canyon Oaks: Intervention Support	All	No				August 2026-June 2027	$20,000	$99	$0	$20,099	$0	$0	$20,099	0.00%
5	3	Mountain Park: Intervention Support	All	No				August 2026-June 2027	$37,647	$47,807	$0	$85,454	$0	$0	$85,454	0.00%

2026-2027 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
$55,582,072.00	$9,739,880.00	17.52%	0.00% - No Carryover	17.52%	$14,580,345.00	0.00%	26.23%	**Total:**	$14,580,345.00
								LEA-wide Total:	$7,345,138.00
								Limited Total:	
								Schoolwide Total:	$7,235,207.00

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	Early Literacy Targeted Support	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Bradoaks Mayflower Monroe Plymouth Wild Rose, Specific Grade Spans, TK-3rd	$3,543,000.00	0.00%
1	2	Data-Driven Systems	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$100,000.00	0.00%
1	3	Supplemental Instruction	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,000,000.00	0.00%

1	4	AP Summer Institute	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 9-12, Specific Schools, Monrovia High School	$0.00	0.00%
1	5	Differentiated Instruction and Progress Monitoring	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Bradoaks Mayflower Monroe Plymouth Wild Rose Clifton Santa Fe, Specific Grade Spans, TK-8	$160,000.00	0.00%
1	6	Instructional Delivery and Support Systems	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$450,000.00	0.00%
1	7	Technology: Access and Equity	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,000,000.00	0.00%
1	8	Interventionists	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, TK-8, Specific Schools, Bradoaks Mayflower Monroe Plymouth Wild Rose Clifton Santa Fe	$500,000.00	0.00%
1	9	Naviance	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 7-12, Specific Schools, Clifton Santa Fe Monrovia High School Canyon Oaks Mountain Park	$0.00	0.00%
1	10	CTE Pathways	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 9-12, Specific Schools, Monrovia High School	$100,000.00	0.00%
2	1	Supplemental Support Services	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$500,000.00	0.00%
2	2	Professional Development	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$500,000.00	0.00%
2	3	Instructional Coaches	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,200,000.00	0.00%

3	1	Arts Integration and Staff	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Bradoaks, Mayflower, Monroe, Plymouth, Wild Rose	$180,000.00	0.00%
3	2	Dual Immersion	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Plymouth Elementary, Monroe Elementary and Clifton Middle School	$1,910,207.00	0.00%
3	3	Counselors and Social Workers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,773,923.00	0.00%
3	4	Student Wellness and Engagement	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$400,000.00	0.00%
3	5	At Promise Student Monitoring	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 6-12, Specific Schools, Clifton and Monrovia High School	$225,000.00	0.00%
3	6	NGSS Support	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Bradoaks, Mayflower, Monroe, Plymouth, Wild Rose, Clifton	$220,000.00	0.00%
3	7	AP Testing Support	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 9-12, Specific Schools, Monrovia High School	$95,000.00	0.00%
3	8	AVID Program and Tutoring	Yes	Schoolwide	Low Income, English learner (EL)	Specific Grade Spans, 7-12, Specific Schools, Clifton Santa Fe Monrovia High School	$100,000.00	0.00%
3	9	School Climate and Culture, PBIS, MEO's	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$70,000.00	0.00%
3	10	Wellness Center and Programs	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Monrovia High School	$175,000.00	0.00%

3	11	Femineer Program	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Bradoaks Elementary Science Academy, Mayflower Elementary, Monroe Elementary, Plymouth Elementary, Wild Rose School of Creative Arts, Clifton Middle School, and Santa Fe Computer Science Magnet School	$27,000.00	0.00%
4	1	21st Century Learning	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$41,000.00	0.00%
4	2	Student, Family, and Community Engagement	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$210,000.00	0.00%
4	3	Positive Community Connections	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$100,215.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$55,331,613.22	$52,392,614.00

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	Early Literacy Targeted Support	Yes	$3,205,000.00	$3,366,021.00
1	2	Data-Driven Systems	Yes	$100,000.00	$93,672.00
1	3	Supplemental Instruction	Yes	$1,000,000.00	$940,119.00
1	4	AP Summer Institute	Yes	$2,000.00	$0.00
1	5	Differentiated Instruction and Progress Monitoring (i-Ready)	Yes	$160,000.00	$142,655.00
1	6	Instructional Delivery and Support Systems	Yes	$450,000.00	$426,245.00

1	7	Technology: Access and Equity	Yes	$939,607.22	$940,184.00
1	8	Interventionists	Yes	$1,525,000.00	$433,712.00
1	9	Naviance	Yes	$30,000.00	$32,379.00
1	10	CTE Pathways	Yes	$150,000.00	$69,019.00
2	1	Supplemental Support Services	Yes	$500,000.00	$357,237.00
2	2	Professional Development	Yes	$425,000.00	$461,367.00
2	3	Instructional Coaches	Yes	$1,500,000.00	$673,141.00
2	4	Teachers	No	$31,075,257.00	$31,200,000.00
2	5	Textbooks	No	$359,844.00	$359,850.00
2	6	Facilities	No	$8,081,352.00	$8,100,000.00
3	1	Arts Integration and Staff	Yes	$180,000.00	$184,262.00
3	2	Dual Immersion	Yes	$1,750,000.00	$1,812,105.00
3	3	Counselors and Social Workers	Yes	$2,200,000.00	$1,097,875.00
3	4	Student Wellness and Engagement	Yes	$271,000.00	$416,407.00
3	5	At Promise Student Monitoring	Yes	$250,000.00	$208,242.00
3	6	NGSS Support	Yes	$155,000.00	$192,276.00
3	7	AP Testing Support	Yes	$85,000.00	$90,103.00
3	8	AVID Program and Tutoring	Yes	$150,000.00	$93,136.00
3	9	School Climate and Culture, PBIS	Yes	$90,000.00	$67,261.00
3	10	Wellness Center and Programs	Yes	$185,000.00	$164,146.00
3	11	Femineer Program	Yes	$45,000.00	$48,579.00
4	1	21st Century Learning	Yes	$52,000.00	$36,261.00
4	2	Student, Family, and Community Engagement	Yes	$175,000.00	$191,503.00
4	3	Positive Community Connections	Yes	$95,000.00	$97,210.00
5	1	Canyon Oaks Edgenuity	No	$40,000.00	$40,000.00
5	2	Canyon Oaks: Intervention Support	No	$20,099.00	$20,000.00
5	3	Mountain Park: Intervention	No	$85,454.00	$37,647.00

		Support			

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$9,749,550.00	$12,290,000.00	$12,635,117.00	($345,117.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Early Literacy Targeted Support	Yes	$2,205,000.00	$3,366,021.00	0.00%	0.00%
1	2	Data-Driven Systems	Yes	$100,000.00	$93,672.00	0.00%	0.00%
1	3	Supplemental Instruction	Yes	$1,000,000.00	$940,119.00	0.00%	0.00%
1	4	AP Summer Institute	Yes	$2,000.00	$0.00	0.00%	0.00%
1	5	Differentiated Instruction and Progress Monitoring (i-Ready)	Yes	$160,000.00	$142,655.00	0.00%	0.00%
1	6	Instructional Delivery and Support Systems	Yes	$450,000.00	$426,245.00	0.00%	0.00%
1	7	Technology: Access and Equity	Yes	$560,000.00	$940,184.00	0.00%	0.00%
1	8	Interventionists	Yes	$525,000.00	$433,712.00	0.00%	0.00%
1	9	Naviance	Yes	$30,000.00	$32,379.00	0.00%	0.00%
1	10	CTE Pathways	Yes	$150,000.00	$69,019.00	0.00%	0.00%
2	1	Supplemental Support Services	Yes	$500,000.00	$357,237.00	0.00%	0.00%
2	2	Professional Development	Yes	$425,000.00	$461,367.00	0.00%	0.00%

2	3	Instructional Coaches	Yes	$1,500,000.00	$673,141.00	0.00%	0.00%
3	1	Arts Integration and Staff	Yes	$180,000.00	$184,262.00	0.00%	0.00%
3	2	Dual Immersion	Yes	$1,750,000.00	$1,812,105.00	0.00%	0.00%
3	3	Counselors and Social Workers	Yes	$1,200,000.00	$1,097,875.00	0.00%	0.00%
3	4	Student Wellness and Engagement	Yes	$271,000.00	$416,407.00	0.00%	0.00%
3	5	At Promise Student Monitoring	Yes	$250,000.00	$208,242.00	0.00%	0.00%
3	6	NGSS Support	Yes	$155,000.00	$192,276.00	0.00%	0.00%
3	7	AP Testing Support	Yes	$85,000.00	$90,103.00	0.00%	0.00%
3	8	AVID Program and Tutoring	Yes	$150,000.00	$93,136.00	0.00%	0.00%
3	9	School Climate and Culture, PBIS	Yes	$90,000.00	$67,261.00	0.00%	0.00%
3	10	Wellness Center and Programs	Yes	$185,000.00	$164,146.00	0.00%	0.00%
3	11	Femineer Program	Yes	$45,000.00	$48,579.00	0.00%	0.00%
4	1	21st Century Learning	Yes	$52,000.00	$36,261.00	0.00%	0.00%
4	2	Student, Family, and Community Engagement	Yes	$175,000.00	$191,503.00	0.00%	0.00%
4	3	Positive Community Connections	Yes	$95,000.00	$97,210.00	0.00%	0.00%

2025-2026 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)
$54,040,943.00	$9,749,550.00	0.00%	18.04%	$12,635,117.00	0.00%	23.38%	$0.00 - No Carryover	0.00% - No Carryover

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 2025-26, 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 2025-26, 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

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).