LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Meadows Union School District (MUSD)

CDS Code: 13631986008619

School Year: 2024-25

LEA contact information:
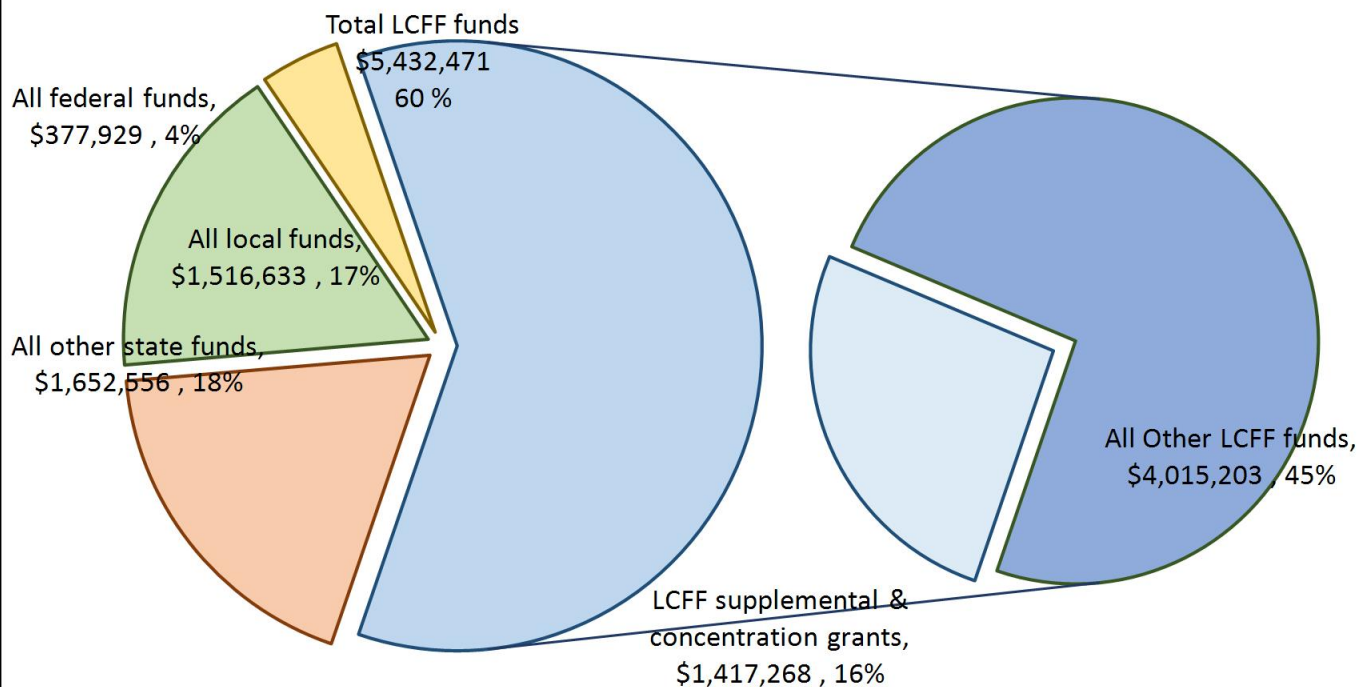
Ms. Keila Rodriguez

Superintendent

krodriguez@musdk8.net

(760) 352-7512 ext. 1050

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$5,432,471
60 %

All federal funds,
$377,929 , 4%

All local funds,
$1,516,633 , 17%

All other state funds,
$1,652,556 , 18%

All Other LCFF funds,
$4,015,203 , 45%

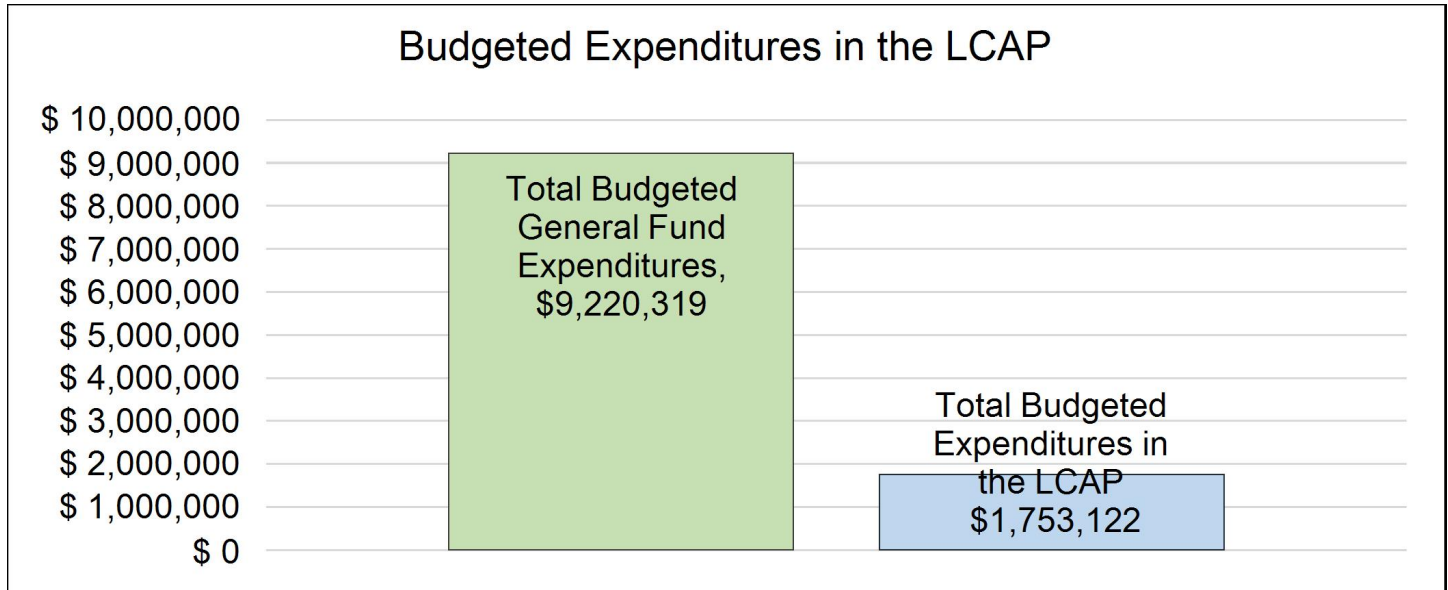LCFF supplemental & concentration grants,
$1,417,268 , 16%

This chart shows the total general purpose revenue Meadows Union School District (MUSD) 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 Meadows Union School District (MUSD) is $8,979,589, of which $5,432,471 is Local Control Funding Formula (LCFF), $1,652,556 is other state funds, $1,516,633 is local funds, and $377,929 is federal funds. Of the $5,432,471 in LCFF Funds, $1,417,268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $9,220,319

Total Budgeted Expenditures in the LCAP $1,753,122

This chart provides a quick summary of how much Meadows Union School District (MUSD) plans to spend for 2024-25. 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: Meadows Union School District (MUSD) plans to spend $9,220,319 for the 2024-25 school year. Of that amount, $1,753,122 is tied to actions/services in the LCAP and $7,467,197 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
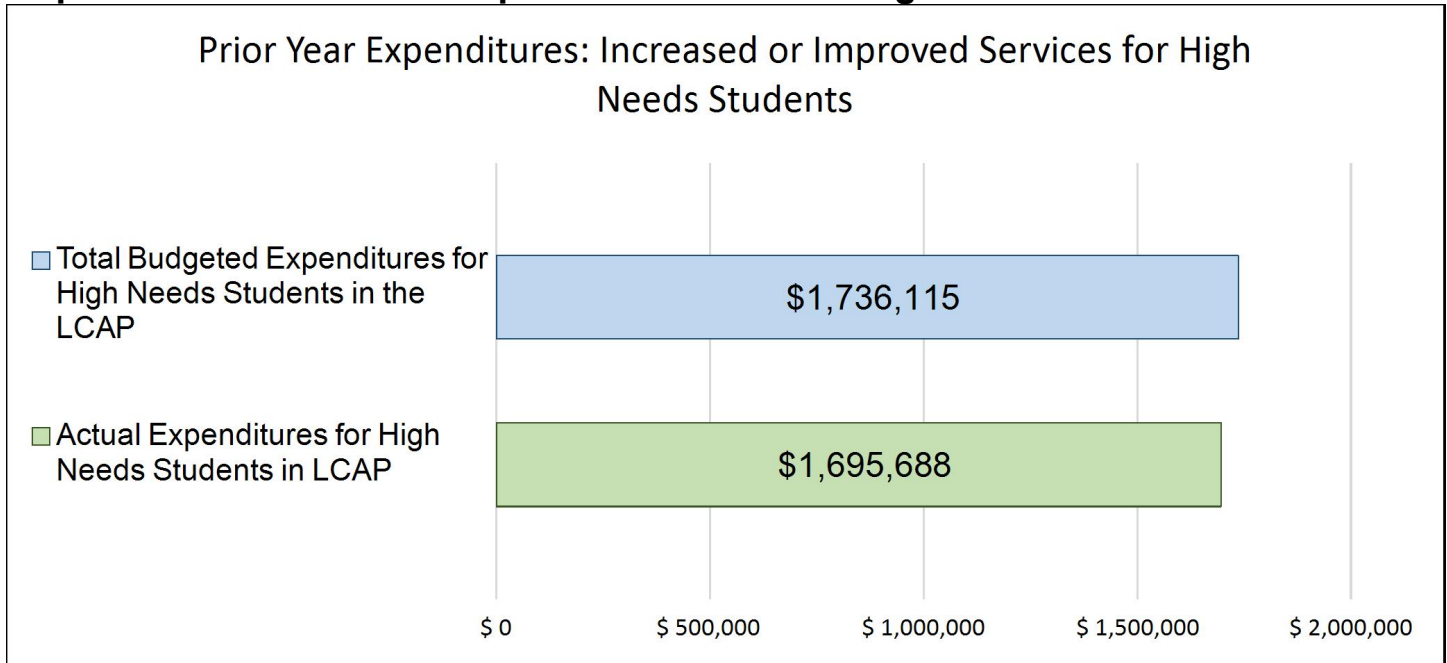
Expenditures not included in the LCAP are employee salaries and benefits, supplies for operation of the district, maintenance, transportation, professional services, utilities and capital equipment purchased with base dollars.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Meadows Union School District (MUSD) is projecting it will receive $1,417,268 based on the enrollment of foster youth, English learner, and low-income students. Meadows Union School District (MUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Meadows Union School District (MUSD) plans to spend $1,520,187 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $1,736,115

Actual Expenditures for High Needs Students in LCAP: $1,695,688

(Axis: $ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000)

This chart compares what Meadows Union School District (MUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Meadows Union School District (MUSD) 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 2023-24, Meadows Union School District (MUSD)'s LCAP budgeted $1,736,115 for planned actions to increase or improve services for high needs students. Meadows Union School District (MUSD) actually spent $1,695,688 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-40,427 had the following impact on Meadows Union School District (MUSD)'s ability to increase or improve services for high needs students:

The budgeted amount in 2023-24 was estimated higher due to enrollment being lower than projected. However, the district exceed the MPP percentage and spent more in LCAP actions than received in the LCAP allocation. Most actions were completely implemented even with a reduction in budgeted expenditures.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Meadows Union School District (MUSD)	Ms. Keila Rodriguez Superintendent	krodriguez@musdk8.net (760) 352-7512 ext. 1050

Goals and Actions

Goal

Goal #	Description
1	Prepare all Meadows students by providing the knowledge and confidence to discover their career or college pathways by increasing all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and students experiencing homelessness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts CAASPP Percentage of students who met or exceeded standard on English Language Arts CAASPP assessment And Average Distance per Standard (DFS)	CAASPP 2019 Orange - 39.5 points Below Standard - ALL ADJUSTED - 36.12% MET/Exceeded Orange - 56.3 points below Standard - Socioeconomically disadvantaged ADJUSTED - 29.46% MET/Exceeded Red - 72.3 points Below Standard - ELL ADJUSTED: 11.76% Red - 138 points Below Standard - SPED ADJUSTED: 7.32%	CAASPP 2021 ALL - 21.43% MET/Exceeded SED - 14.28% MET/Exceeded ELL - 6.25% MET/Exceeded SWD - 0% MET/Exceeded NOTE: In 2020-2021 - there was no Dashboard Distance from Standard (DFS) calculated	CAASPP 2022 - Dashboard (no colors just levels this year) CAASPP English Language Arts - % Met or Exceeded Standard ALL Students - 29.26% met/exceeded standard SED - 21.5% met/exceeded standard (7.76% gap from ALL students group) EL - 8.69% met/exceeded standard (20.57 %	CAASPP 2023 - Dashboard 2022-2023 Data CAASPP English Language Arts Percentage % Met or Exceeded Standard ALL Students 29.07% met/exceeded standard SED (Socioeconomically Disadvantaged) 25.35% met/exceeded standard .72% gap from ALL students group EL (English Learners) 8.34% met/exceeded standard	ELA Score will be 24.5 points Below Standards - ALL ADJUSTED: Increase percentage of MET/Exceeded in ELA by 5% annually ELA Score will be 41 points Below Standards - Socioeconomically Disadvantaged ADJUSTED Increase percentage of MET/Exceeded in ELA by 5% annually ELA Score will be 57 points Below Standard - ELL ADJUSTED: Increase percentage of MET/Exceeded in ELA by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			gap from ALL students group) SWD (Students with Disabilities) 9.09 % met/exceeded standard (20.17 % gap from ALL students group) CAASPP 2022 ELA - Distance from Standard ALL (low) 54 points below standard SED (very low) 72.9 points below standard (18.9 point gap from ALL students group) EL (very low) 86.1 points below standard (32.1 point gap from ALL students group) SWD (very low) 142.7 points below standard (88.7 point gap from ALL students group)	20.73% gap from ALL students group SWD (Students with Disabilities) 10.81% met/exceeded standard 18.26% gap from ALL students group CAASPP 2023 ELA Distance from Standard (DFS) ALL Red 74.8 points below standard SED (Socioeconomically Disadvantaged) Red 86.8 points below standard 12 point gap from ALL students group EL (English Learners) Red 115.2 points below standard 40.2 point gap from ALL students group	ELA Score will be 123 points Below Standard - SWD ADJUSTED: Increase percentage of MET/Exceeded in ELA by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SWD (Students with Disabilities) Red 172.2 points below standard 97.4 point gap from ALL students group	
CAASPP Mathematics Percentage of students who met or exceeded standard on English Language Arts CAASPP assessment And Average Distance per Standard (DFS)	CAASPP 2019 Orange - 57.6 points Below Standard - ALL ADJUSTED: 25.97% Orange - 70.9 points Below Standard - Socioeconomically Disadvantaged ADJUSTED: 20.33% Orange - 79.3 points Below Standard - ELL ADJUSTED: 13.07% Red - 149 points Below Standard - SPED ADJUSTED: 4.88%	CAASPP 2021 ALL - 21.35% MET/Exceeded SED - 14.65% MET/Exceeded ELL - 7.69% MET/Exceeded SPED - 0% MET/Exceeded NOTE: In 2020-2021 - there was no Dashboard Distance from Standard (DFS) calculated	CAASPP 2022 - Dashboard (no colors just levels this year) CAASPP Mathematics - % Met or Exceeded Standard ALL Students - 24.47% met/exceeded standard SED - 18.96% met/exceeded standard (5.51% gap from ALL students group) EL - 12% met/exceeded standard (12.47 % gap from ALL students group)	CAASPP 2023 2022-2023 Data CAASPP Mathematics Percentage % Met or Exceeded Standard ALL Students 26.62% met/exceeded standard SED (Socioeconomically Disadvantaged) 22.94 % met/exceeded standard 3.68gap from ALL students group EL (English Learners) 10.22% met/exceeded standard 16.40% gap from ALL students group	Math Score will be 47.6 points Below Standard - ALL ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually Math Score will be 60 points Below Standard - Socioeconomically Disadvantaged ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually Math Score will be 69 points Below Standard - ELL ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SWD (Students with Disabilities) 6.06 % met/exceeded standard (18.41 % gap from ALL students group) CAASPP 2022 Mathematics - Distance from Standard ALL (low) 72.1 points below standard SED (low) 88.5 points below standard (16.4 point gap from ALL students group) EL (very low) 101.1 points below standard (29 point gap from ALL students group) SWD (very low) 174.2 points below standard (102.1 point gap from ALL students group)	SWD (Students with Disabilities) 8.11 % met/exceeded standard 18.51% gap from ALL students group CAASPP 2023 Mathematics Distance from Standard (DFS) ALL Yellow 63 points below standard SED (Socioeconomically Disadvantaged) Yellow 70.2 points below standard 7.2 point gap from ALL students group EL (English Learners) Orange 96.1 points below standard 33.1 point gap from ALL students group	Math Score will be 139 points Below Standard - SWD ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SWD (Students with Disabilities) Orange 151.1 points below standard 88.1 point gap from ALL students group	
English Learner Progress Indicator % of students who are making progress toward language proficiency AND ELPAC % of students who scored proficient or advanced on ELPAC	CA Dashboard 2019 Performance Level - LOW. 37.6% Making Progress ADJUSTED: ELPAC Percent MET/EXCEEDED 11.69% Proficient	ELPAC 2021 6.25% Proficient	2022 Dashboard - English Learner Progress Indicator (ELPI) 44.6% of English Learners making progress toward language proficiency 2022 ELPAC 10.04% Proficient (Level 4- Well Developed)	2023 Dashboard - English Learner Progress Indicator (ELPI) Orange 44.4% of English Learners making progress toward English language proficiency 2023 ELPAC 10.13% Proficient Level 4 - Well Developed	ELPI Performance level will increase to 47% - ELL ADJUSTED - Percentage of proficient EL Students in ELPAC will increase 5% annually
EL Reclassification Rate % of students who reclassified from English Learners (EL) to Redesignated -	DataQuest 2019-20 - 10.8%	DataQuest 2020-2021 - 0%	DataQuest does not have Reclassification Rates reported Local Reclassification Rate 2021-2022 0%	DataQuest does not post Reclassification Rates Local Reclassification Rate for 2022-2023 0%	Increase 5% of students reclassified from previous year annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fluent Proficient (R-FEP) annually			Reclassification resumed in 2022-2023		

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1 was fully implemented. Meadows Union School continued to provide innovative college and career readiness learning opportunities for our students. A student technological device refresh took place as well. One success was the variety of college and career learning opportunities that our students received.

Action 1.2 was partially implemented. AVID was implemented in our 7th and 8th grades to provide additional college readiness support in preparing students for college eligibility and academic success, One challenge was that not all components of AVID program were put in place. Although the teachers have appreciated the AVID training, they have expressed a shift of the focus of training in the 24-25 school year

Action 1.3 was partially implemented. MUSD staff worked in grade level teaching teams to analyze local and state indicators to determine student needs. Teams created short formative assessment cycles and expanding the integration of interim assessments. Additionally, our team received I Ready training to further support the progress monitoring and progress of our students. More work is needed in grade level teams to ensure instruction is fully aligned with targeted based assessments. One challenge was finding the time and substitute coverage to allow teachers to meet on a more regular basis.

Action 1.4 was fully implemented. Intervention Teacher supported literacy in lower grades and also targeted targeted students struggling with literacy in the upper grades.

Action 1.5 was fully implemented. MUSD utilized the Academic Vocabulary Toolkit to support our English Learners as they progress their English Language proficiency. This program is designed to support students in acquiring the academic language to succeed in high school and beyond.

Action 1.6 was fully implemented. MUSD provided smaller class sizes by eliminating combination (multi-grade) classes. These smaller class sizes allowed for more small-group, differentiated instruction while working toward all students having access to the rigor of grade-level standard teaching and learning opportunities.

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

Action 1.1. Monies were spent as planned. There were no material differences.

Action 1.2   Estimated expenditures was not completely spent due to some of teacher planning time was not utilized this year.

Action 1.3. We spent approximately 50,000 m0re than estimated. This included an I-Ready software and tech support assistant salary increase.

Action 1.4   Monies were not fully spent. Some dollars were utilized for SIPPS program, a supplemental systematic instruction program focused on phonological awareness and sight words. We did not spend as much on other supplemental instructional materials.

Action 1.5. Not all monies were spent on EL software as planned.

Action 1.6   This action was overestimated. We did implement as planned but actual teachers' salaries that were included costed less than projected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 was considered effective as MUSD increased the number of college and career learning opportunities offered to students.

Action 1.2 was considered partially effective (based on teacher feedback), yet teachers have expressed a need to focus on high leverage strategies and systems that impact students who are English Language Learners and also students with IEPs.

Action 1.3 was considered partially effective, specifically in the area of Mathematics. This is attributed to the math curriculum being better aligned with state assessments. More planning time is needed to refine and build a coherent tiered monitoring system. Additionally, teachers have expressed a desire to refocus on the assessment blueprints coupled with data to reshape their curriculum guides to ensure

rigor and relevance while ensuring a focus on LEA's priorities. This action will be modified in the future as it relates to English Language Arts as it was deemed less effective.

Action 1.4 was considered partially effective as measured by the local assessments associated with the supplemental interventions provided to targeted students.

Action 1.5 was considered partially effective as indicated by our level of mastery on the English Learner Proficiency Indicator (ELPI). More intense work is planned to target those ELs who are not making or maintaining progress on the ELPAC.

Action 1.6 was considered highly effective in allowing students to receive more targeted small group instruction. Teacher feedback continues to indicate that this action allows for more individualized support. Success has been found in relation to mathematics mastery.

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

Goal One will remain essentially the same but there will be changes at the action, metric and outcome levels. The goal's essence will remain unchanged but the wording will change slightly to make it more succinct and improve clarity. .

Action 1.1 will be modified to include the incorporation of a CTE Course offering in the Agriculture and Natural Resources Industry.

Action 1.2 will be replaced by a new action with a targeted focus on high leverage instructional practices targeting EL and SWD

Action 1.3 will be continued and modified slightly as it relates to the areas of focus for collaboration.

Action 1.4 will remain in the 24-25 LCAP. Individual interventions will remain similar but tiered system of support will be refined. Efforts will continue to align the work of instructional aides (funded by Title dollars) to support tiered interventions.

Action 1.5 will be revised to provide more differentiated support to English Learners based on the typologies of the English Learners.

Action 1.6 will remain the same in the 24-25 school year. Action 1.2 will complement this action as high leverage instructional practices will be the focus in the 24-25 school year.

We will be adding an Action 1.7 to focus on supporting Long-term English Learners (LTELs). This action will provide professional development, teacher collaboration ftime and monies for supplemental curriculum to support and target LTELs.

We will be moving two metrics from Goal 4 to Goal 1 : sufficiency of instructional materials and implementation of state standards because they seem a better fit for this goal. Outcomes will be aligned with the current 5x5 grids, as appropriate.

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.

Goals and Actions

Goal

Goal #	Description
2	Provide a safe and healthy environment where staff work collaboratively on vertical and horizontal alignment for student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 Self Reflection Tool to measure progress in the extent to which student have access to, and are enrolled in, a broad course of study that includes the adopted course of study specified in California Education Code for grades 1-6 and grades 7-8 as displayed on California School Dashboard. (State Priority 7)	2019 California Dashboard Local Indicator - Standard Met see www.caschooldashboard.org for details	2021 California Dashboard Local Indicator - Standard Met see www.caschooldashboard.org for details	2022 Local Indicator - Priority Seven - Broad Course Access Taken from 2022 CA Dashboard MUSD uses the student information system to monitor and ensure all TK-8 students are enrolled in a broad course of study.	2023 Local Indicator - Priority Seven - Broad Course Access Taken from 2023 CA Dashboard MUSD works in collaboration with other middle schools in the county as part of the K-12 Strong Workforce Program. This program allows districts to develop, implement and progress monitor specific goals aligned to CTE career pathways exploration, "Building a Bridge to Your Future" curriculum for our district's middle school grade levels.	California Dashboard Local Indicator- Met ADJUSTED: MUSD will begin to quantify access to diverse learning opportunities and report out in Year 3.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				The Strong Workforce Program provides curriculum and services to students to be college and career ready. MUSD is also implementing AVID in grades 6th - 8th to develop students study skills and expose them to college level experiences. Currently the district continues to improve in this area; therefore, there are no specific barriers in providing access to a broad course of study for all students. After analyzing data from our local measures, the decision to continue participating and in the Strong Workforce Program continues to be aligned with the goals of the district to ensure students have	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				access to a broad course of study.	
Implementation of State Standards

Scoring on Priority Two - Implementation of State Academic Standards - Policy and Program Support

Level 1 - Exploration and Research Phase
Level 2- Beginning Implementation
Level 3 - Initial Implementation
Level 4 - Full Implementation
Level 5 - Full Implementation and Sustainability | 2019 CA School Dashboard Local Indicators
Self-reflection Tool for Implementation of State Academic Standards will be completed, measured, and reported to the community on an annual basis. (Met Local Indicator)

see www.caschooldashboard.org for details | 2021 CA School Dashboard Local Indicators
Self-reflection Tool for Implementation of State Academic Standards will be completed, measured, and reported to the community on an annual basis. (Met Local Indicator)

see www.caschooldashboard.org for details | 2022 Local Indicator - Priority Two - Implementation of State Standards

ADJUSTED:

Policy and Program Support - Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ELA - 4 (Full Implementation)
Math - 4 (Full Implementation) | 2023 Local Indicator - Priority Two - Implementation of State Standards

Policy and Program Support - Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ELA - 4 (Full Implementation)
Math - 4 (Full Implementation) | CA School Dashboard Local Indicator- Met

Adjusted in 2022 - Will show 1 level of progress in implementing policies or programs on Priority Two - Reflection Tool in ELD, Science and Social Science (Policy and Program Support) |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ELD - 3 (Initial Implementation) Social Science 2 (Beginning Implementation) Science - 1 (Exploration and Research Phase)	ELD - 4 (Full Implementation) Social Science 1 (Exploration and Research) Science - 3 (Initial Exploration)	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2.1 was fully implemented.MUSD continues to work collaboratively to increase student academic achievement by Implementation, alignment and supplemental professional development of assessment practices utilizing formative and summative assessments in order to support and promote students as assessment capable learners. This work will continue into the summer and next year as courses are examined to ensure coherence and alignment to the CAASPP assessments.

Action 2.2 was fully implemented. In August, staff participated in training related to enhancing school climate and culture. Jimmy Casas, author of Recalibrate, focused on tangible ways to create everyone's leadership capacity while ensuring we provide opportunities to see things from different perspectives. This team-building and culture recalibration is foundational work will help our Professional Learning Community (PLC) thrive. Additionally, we sent our staff (classified and certificated) to a variety of training to support the refinement of our systems and collaboration. Grade level teams have been working to improve student achievement through supplemental professional development of Continuous Improvement, and PDSA Cycles.

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

Action 2.1 was spent as planned. There were no material differences.

Action 2.2 was underprojected. We spent more money on teachers for extra hours professional development and other trainings. Additionally, we sent new transportation staff to an academy.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 was considered effective as evidenced by our work on utilizing common formative assessments. This effectiveness is most evident in mathematics. Teachers have indicated that curricular and assessment alignment has been pivotal in our student's growth in mathematics. We anticipate greater growth in ELA as we continue this assessment alignment.

Action 2.2 was considered partially effective as evidenced by teacher reflection from PD opportunities. Teachers have identified areas of interest for future professional development. Our 24-25 professional development calendar will be comprised of those topics that were identified through looking at the data of our unduplicated pupils coupled with staff feedback and input.

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

MUSD will continue goal two as we continue to strive to provide a safe and healthy environment where staff works collaboratively on vertical and horizontal alignment for student achievement.

Action 2.1 will remain the same. MUSD will continue to increase student academic achievement by refining the Implementation, alignment and supplemental professional development of assessment practices utilizing formative and summative assessments in order to support and promote students as assessment capable learners

Action 2.2 will remain the same. MUSD will continue to focus on training students, staff, and parents in: Expand and improve Professional Learning Communities (PLC) among all stakeholders to improve student achievement through supplemental professional development of Continuous Improvement, PDSA Cycle, creating healthy cultures, supporting additional learning of concepts such as shared focus and equity work and team building.

Our metrics will remain the same and reflect our continued growth in Priority 7 and Priority 2.

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.

Goals and Actions

Goal

Goal #	Description
3	Meadows Union School District will strengthen its Home-to-School Connection by focusing on comprehensive parent and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input on decision making for the District Source: LCAP survey Percentage of parents who provided input on LCAP survey related to shared decision making	20-21 school year TBD in 21/22	21-22 School Year 35% parent participation (New Baseline)	22-23 School Year 28% Parent Participation related to shared decision. making	2023 Dashboard Priority Three Parent Engagement Results from Parent LCAP Survey (71 families responded) 95.1% of parents surveyed felt adequate access/communication with the school and teachers. 95.0% of parents surveyed felt welcome to visit the school and classroom at any time. 93.4% of parents surveyed felt school provided adequate communication regarding school activities and events. 85.2% of parents surveyed felt involved	Increase by 5% from previous year annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				in the decision making at their child's school. 93.4% of parents surveyed felt their child is safe at school.	
Parent participation in programs for students with exceptional needs Source: LCAP survey % of parents who participated in programs for students with exceptional needs through LCAP Survey)	20-21 school year TBD in 21/22	21-22 School Year 50% parent participation (New Baseline)	22-23 School Year 25% Parent Participation related to students with exceptional needs.	23-24 School Year 20% Parent Participation related to students with exceptional needs.	Increase by 5% from previous year annually
Parent participation in programs for unduplicated students Source: LCAP survey % of parents of unduplicated pupils who participated in programs (through LCAP Survey)	20-21 school year TBD in 21/22	21-22 School Year 35% parent participation (New Baseline)	22-23 School Year 28 % Parent Participation in programs for unduplicated pupils	23-24 School Year 25% Parent Participation in programs for unduplicated pupils.	Increase by 5% from previous year annually
School attendance rate	19/20: 454 average daily attendance	20-21: 382 average daily attendance	21-22: Average Daily Attendance (ADA) 391.31	22-23: Average Daily Attendance (ADA) 356.57	Improve ratio of ADA to CBEDs by 1% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ratio of Average Daily Attendance divided by CBEDS Day Enrollment	19/20 CBEDS day enrollment: 478 Ratio = 94.98% Source: Ed-Data, CalPads	20-21 CBEDS day enrollment: 412 Ratio = 92.72% Source: Ed-Data, CALPADS	21-22 CBEDS Day Enrollment: 416 Ratio: 391.31/416 94.06% Source: Ed-Data, CALPADS	22-23 CBEDS Day Enrollment: 384 Ratio: 92.86% Source: Ed-Data, CALPADS	
Chronic Absenteeism rate % of students who were considered chronically absent	18/19: 6.7% Overall	20-21: 0% (LEA is looking at procedures to accurately reflect data) ADJUSTED: Chronic Absenteeism Rate was not reported in the 21 Dashboard	22 California Dashboard 21.2% students were considered chronically absent in the ALL students group 24.9% Socio-economically Disadvantaged (SED) students were considered chronically absent (a 3.7% gap from ALL students group) 23.7% English Learners (EL) were considered chronically absent (a 2.5% gap from ALL students group) 38.2% Students with Disabilities (SWD) students were considered chronically absent (a 17% gap	23 California Dashboard 19.3% students were considered chronically absent in the ALL students group 20.5% Socio-economically Disadvantaged (SED) students were considered chronically absent (a 1.2% gap from ALL students group) 21.6% English Learners (EL) were considered chronically absent (a 2.3% gap from ALL students group) 34.2% Students with Disabilities (SWD) students were considered chronically absent (a 14.9% gap	Decrease by 1% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			from ALL students group) Foster Youth and Homeless groups were too small to be reported on the 22 Dashboard.	from ALL students group) Foster Youth and Homeless groups were too small to be reported on the 23 Dashboard.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 was fully implemented. This year, we increased our collaboration opportunities for our families. This includes our Health Fair, our learning opportunities provided by Fresno University, and our social emotional parent trainings, to name a few. Our staff have been working with parents will be able to access additional supports, resources, and training opportunities on how to further support their child. Our counseling staff has provided targeted case management services while partnering with community agencies and county program services that will support the increase of student achievement and well-being.

Action 3.2 was full implemented. MUSD continued to provide additional support in training of communication platforms (i.e. REMIND) and the parent portal system to assure enhanced, continued methods of home-to school communication so as to improve student achievement and overall student well-being. Additionally, our Social Media outreach has increased. Families have expressed gratitude for this increase and have shared that it assists in communication and shaping our school culture.

Action 3.3 was full implemented. MUSD continued to expand Parent Engagement. This year, a variety of methods were used to complete a comprehensive needs assessment of our school. This included asset mapping, listening to our interest holders in a variety of ways, and subsequently, conducting a gap analysis. This allowed us to assess what supports and services our parents were needing. Counselors have offered engagement activities such as Coffee with the Counselor to continue to build relationships, shape school culture and provide additional resources. MUSD hosted a Health Fair this year (with a variety of community partners). We also offered online learning opportunities through Fresno University.

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

Action 3.1 was spent as planned. There was a small difference as we spent less than projected on supplies.

Action 3.2 was spent as planned. No material differences.

Action 3.3 was spent as planned. No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 was effective as evidenced by our responses related to our Health Fair, our learning opportunities provided by Fresno University, and our social emotional parent trainings. We plan to continue family engagement opportunities. We also plan to explore more shared learning and shared decision making opportunities as next year we will be implementing our first year of our California Community School grant. We were awarded a 5 year grant and family engagement is a strong component of our plan. We are still working on outfitting our Parent Center and figuring out its best use as we garner ideas from our families.

Action 3.2 was effective as evidenced by our parent surveys who have shown an increase in utilizing our parent communication methods. We will continue parent outreach and trainings to ensure our parents feel there is strong home-school communication.

Action 3.3 was effective as evidenced by our increased numbers at family events. Next year, MUSD will continue to provide additional parent engagement training in areas such as technology (i.e. Google classroom, etc)and expanded, continued facilitation of parent communication (i.e Coffee with Administration, Coffee with the Counselor, etc) so as to support improved student achievement.

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

Goal Three will remain essentially the same

All of the actions will remain the same although the parent trainings topics will changed based on family needs and survey results.

We will be switching the metric and outcomes to include the entirety of the Priority 3 Reflection Tool scores as to measure progress on each component.

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.

Goals and Actions

Goal

Goal #	Description
4	Educational Equity: Create a safe environment that encourages rigor, relevance and relationships for every student by providing them with the tools they individually need to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey (State Priority 6) Percentage of students who felt they had a caring adult relationship at school	2019 HKS 78% of students felt they have a caring adult relationship at school	21-22 HKS 75% of students felt they have a caring adult relationship at school	22-23 California Healthy Kids Survey 53% of students felt they have a caring adult relationship at school	23-24 California Healthy Kids Survey 73% of students felt they have a caring adult relationship at school	23-24 California HKS 95% of stdents will feel they have a caring adult relationship at school.
DataQuest Suspension Rate Percentage of students suspended	2019 DataQuest Suspension Rate 2.1% - All Students 2.8% - ELL 3.1% - Students with Disabilities 4.8% - Homeless Students	20-21 DataQuest Suspension Rate 0% - All students 0% - ELL students 0% - Students with Disabilities 0% - Homeless students	22 California Dashboard Suspension Rate ALL students .9% (low) SED students .9% (low) - no gap EL .4% - no gap SWD 1.8% (.9% gap)	23 California Dashboard Suspension Rate ALL students 3.2% SED students 3.3% (low) - a .1% gap from ALL students EL 1.9% - no gap SWD 6.8% (a 3.6% gap from ALL students)	DataQuest Suspension Rate: All students- 1% or less ELL - 1% or less Students with Disabilities -1% or less Homeless Students - 1% or less
Average Daily Attendance Rate	2019 96.4% ADA	21-22 91.71%	22-23 Average Daily Attendance Rate	23-24 Average Daily Attendance Rate	School Daily Attendance 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate (percentage)			94.06%	CBEDS day enrollment: 370 ADA August-December: 347.02 Ratio 347.02/370= 93.79%	
DataQuest Expulsion Rate Percentage of students expelled	2019 DataQuest Expulson Rate 0% - All Students	20-21 DataQuest Expulsion Rate 0% - All Students	21-22 DataQuest Expulsion Rate 0%- All Students	22-23 DataQuest Expulsion Rate 0%- All Students	20-21 DataQuest Suspension Rate 0% - All Students
Local Measure of Facilities in Good Repair (FIT Tool) as displayed on the CA Dashboard (State Priority 1) Overall Score on FIT	20-21 FIT Overall Rating Good	21-22 FIT Overall Rating Good	22-23 Facilities Inspection Tool (FIT) rating Pending - Next FIT Inspection set for June 2023	22-23 Facilities Inspection Tool (FIT) rating As per 23 Dashboard 100% FIT Exemplary	23-24 FIT Overall Rating Good
Sufficiency of Instructional Materials Percent of Students having Sufficient Access to Standards Aligned Materials	20-21 100% All students have access to district adopted curriculum both in hard copy and digital form	21-22 100% All students have access to district adopted curriculum both in hard copy and digital form	22-23 100% All students have access to district adopted curriculum both in hard copy and digital form	23-24 100% All students have access to district adopted curriculum both in hard copy and digital form	23-24 100% All students have access to district adopted curriculum both in hard copy and digital form

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure of Appropriate of Assigned and Fully Credentialed Teachers (Williams Report) (State Priority 1) Percent of teachers who are appropriately assigned	2019 CA Dashboard Reflection Tool Rating 100% of Teachers appropriately assigned	2021 CA Dashboard Reflection Tool Rating 100% of Teachers appropriately assigned	2022 CA Dashboard Reflection Tool Rating 1 teacher misassignment 21/22 teachers appropriately assigned 95.45% of Teachers appropriately assigned	2023 Dashboard Priority One 91% of teachers appropriately assigned	23-24 Use of self-reflection tool for annual report of the measurement of appropriately assigned teacher, access to curriculum aligned instructional materials, and safe, clean and functional school facilities
Middle School Dropout Rate Percentage of middle school students who are considered dropouts	19-20 DataQuest Middle School Dropout Rate 0%	Adjusted 20-21 DataQuest Middle School Dropout Rate 0%	21-22 DataQuest Middle School Dropout Rate 0%	22-23 DataQuest Middle School Dropout Rate 0%	23-24 DataQuest Middle School Dropout Rate 0%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4.1 was mostly implemented. Counselors provided a variety of services to support our students social emotional learning including group counseling, empathy building, and developing social skills and healthy coping strategies. Students have learned how to identify their emotions and regulate them using strategies using colors. The implementation of Second Step Curriculum this year has supported our students as well. MUSD has continued to implement and support Circle of Friends school-wide to create awareness and inclusion of students with special needs through different events like No One Eats Alone, Autism Awareness Month, Down Syndrome Awareness Month, Inclusive Schools Week, etc..

Action 4.2 was fully implemented. MUSD has implemented our Knights Doing Right initiative - a token economy focusing on positive behavioral interventions and supports. Classroom presentations related to positive character traits have taken place this year. Students have also received learning opportunities around bullying, safety and drug awareness. Action 4.2 was fully implemented.

Action 4.3 was partially implemented. MUSD continued to grow its multi-tiered system of support. Some additions this year were added professional learning opportunities were provided related to supporting English Learners. We also added extra tutoring services this year as well. Another addition included the incorporation of highly engaging Saturday Learning Academies to engage learners and build relationships with our families.

Action 4.4 was partially implemented. MUSD is committed to continue to refine our learning environment to be more welcoming, engaging and sae. Lighting was upgraded to increase safety and visibility.

We also added supplemental transportation opportunities for our students based on family needs and safety concerns. Staff was provided CPR training this year. MUSD will continue to work on campus beautification projects to enhance our school environment for all.

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

Action 4.1 was implemented as planned, although some of the counseling staffing was funded through one-time funds thus reducing this expenditure.

Action 4.2 was fully implemented. There was no material difference.

Action 4.3. was underprojected. We spent more monies on an increase of percentage of staff costs for our instructional aides aligned to this action.

Action 4.4 was underprojected. We increased our Health Aide to a five hour a day position and there was also an increase in supplemental facilities upgrades focused on safety and welcoming environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1 was considered effective. MUSD is providing more SEL learning opportunities. Families have expressed an appreciation of incorporating the acquisition of these social emotional skills in their children's school day. For many students we are seeing less behavioral needs. We do, however, have students who need additional support. We will be exploring this in the 24-25 school year.

Action 4.2 was considered partially effective. MUSD is continuing to work on systematizing its Knights Doing Right initiative. We will continue to build our PBIS system next year. More data disaggregation is needed to determine how much growth we are seeing for each individual student and subgroup. This will help us continue to refine our system and provide the training necessary to continuously improve.

Action 4.3 was considered partially effective. Targeted interventions have been identified. Next year, we will work on early identification and early intervention for targeted Tier 2 and 3 students.

Action 4.4 was considered effective. Our focus groups have expressed appreciation in our campus improvements and express that the campus is more safe and welcoming.

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

Goal 4 will remain the same

Action 4.1 will remain the same. We will work collaboratively by grade level to ensure coherence in SEL curriculum and learning opportunities

Action 4.2 will remain the same, however, more emphasis will be in providing Tier 2 activities for students habitually absent earlier in the year.

Action 4.3 will remain the same as we continue to modify our MTSS system.

Action 4.4 will change. We will no longer have Health Aide as a FTE and are looking at contracting services. We will also pick new projects related to campus beautification (safe and welcoming environment).

We removed two metrics/outcomes and shited them to Goal 1 because they were more aligned to that goal. Those metrics were sufficiency of instructional materials and implementation of state standards.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:
Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results
- Copy and paste verbatim from the 2023–24 LCAP.

Metric:
- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:
- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:
- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:
- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:
- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:
- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis
Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Meadows Union School District (MUSD)	Ms. Keila Rodriguez Superintendent	krodriguez@musdk8.net (760) 352-7512 ext. 1050

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Meadows Union School District is a rural one-site school district located in unincorporated Imperial County, just outside the city of El Centro. The District encompasses an area of approximately 19 square miles, located adjacent to the US-Mexico border. Fields of growing crops in the farm rich Imperial Valley surround Meadows School. The Imperial Valley is ranked fourth in the nation in terms of agricultural production; approximately 40% of our parents are employed in agricultural-related jobs.

The District employs approximately 80 staff and provides a comprehensive educational program for students in grades TK-8. The District currently operates one elementary school, serving approximately 400 students. Meadows celebrates its status as a rural TK-8 school. It has an exemplary school environment that fosters a sense of belonging among staff, students, and parents. The mission of Meadows Union School District is for all students to be proficient in reading, writing, and mathematics while developing 21st century skills in collaboration, critical thinking, communication and creativity.

According to the 2023 Enrollment Counts, from California Department of Education's (CDE) DataQuest, the student population is as follows:

84.1% socioeconomically disadvantaged (SED)
57.8% English Learners (EL)
12.8% Migrant students
12.5% Students with Disabilities (SWD)
.3% Foster Youth
0% Homeless

Meadows Union is a Title I Schoolwide program and is also a Provision 2 National Lunch Program, which provides breakfast, lunch and supper for all students at no cost to the families. Student meals are prepared from scratch each day, made with local produce and fresh ingredients in the school's kitchen. Meadows Union provides opportunities for students to continue with academic and enrichment programs after school through the ASES grant. Students may choose from a wide variety of enrichment programs such as art, dance, cheer, music,

and athletics. Due to the fact that Meadows Union School District is a single school district, this Local Control and Accountability Plan (LCAP) will also serve as its School Plan for Student Achievement (SPSA). As such, it includes all federal Title dollars as well as LCFF supplemental and concentration funds.

Meadow's Unduplicated Pupil Count (UPC) is 307 (2023-2024) and its UPP is projected at 83% for the 2024-2025 school year.

Due to the additional operational costs associated with this 2024-25 LCAP, MUSD will charge the allowable indirect rate of 8.63% for all actions.

Reflections: Annual Performance

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

MUSD completed a thorough evaluation and review of our annual performance utilizing the California School Dashboard (Dashboard) and local data. MUSD also engaged its partners through a variety of focus grpups and surveys. This data was reviewed as well.

This comprehensive data review revealed the following:

Successes: Our two highest scoring state indicators are Mathematics and Chronic Absenteeism. On the 2023 Dashboard, our district showed a 9.1 point increase in Mathematics and our Dashboard shows that our Mathematics Indicator is yellow. We attribute our growth, in part, to the cohesion and alignment between our mathematics curriculum and our assessment system. Additionally, our Chronic Absenteeism Indicator is yellow and shows a 1.9% decrease in 2022-2023. We attribute our success to our increased tiered supports for our families as we determine the root causes as to why students are missing school. We anticipate continued growth on these two indicators.

Challenges - As an LEA, we scored red (low performance) on two state indicators for our ALL students group: English Language Arts and Suspension. In English Language Arts, we showed a 20.8 decline. Data analysis shows that writing is our lowest claim on the assessment. On our suspension indicator, we showed a 2.3 increase in suspensions.

We also examined each subgroup and how they fared on the Dashboard. English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic group, and Students with Disabilities (SWD) all scored red on the English Language Arts Indicator. We are addressing these identified ELA needs through providing collaborative time for teachers to recalibrate our grade level curriculum guides and refine our writing instruction (Actions 1.3, 1.4, 2.1, and 2.2).

Two subgroups scored red on the Suspension Indicator: Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD). We are planning to refine our behavioral intervention system, incorporating restorative justice practices and provide additional training and support to all our staff (Actions 4.1, 4.3).

During the 2023-2024 school year, MUSD took part in a California Community Schools Partnership Program grant. A comprehensive needs and assets assessment took place. Starting in the 2024-2025 school year, MUSD will implement a five-year Community Schools grant and

received almost 1.2 million dollars to implement this transformation. MUSD is excited to continue its journey to become more responsive to the needs of the school community.

Reflections: Technical Assistance

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

During the 2023-2024 school year, MUSD is eligible for Differentiated Assistance (DA), in accordance with Education Code 52071. Meadows Union School District became eligible because of our English Language Arts and Suspension Indicators. Our ALL STUDENTS group as well as our SED and SWD subgroups all received red on these indicators. Our Differentiated Assistance plan is focused on improving these metrics and decreasing these gaps through the work on Actions 1.2 & 1.6.   MUSD is working with the Imperial County Office of Education to receive DA support. This work includes a comprehensive needs and asset analysis, a deep dive into our data and a continuous improvement process that takes a targeted area and determines the root-case and then creates a plan to improve that area.

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.

Meadows Union Elementary School is not 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Teachers	Regular Meetings: Held monthly meetings with teachers to discuss the Local Control and Accountability Plan (LCAP) goals, progress, and gather feedback. These meetings provide a platform for teachers to share insights on student needs, instructional strategies, and professional development requirements. Surveys and Focus Groups: Conducted regular surveys (Fall & Spring) and focus group discussions to gather teachers' input on curriculum changes, resource allocation, and professional learning needs. Professional Learning Communities (PLCs): Facilitate PLCs where teachers collaborate to review student data, discuss instructional practices, and develop strategies to support student achievement. Certificated bargaining unit was consulted as well through staff meetings, data review and co-planning opportunities.
Principals/Administration	Leadership Team Meetings: Organized monthly leadership team meetings to review school performance data, discuss strategic initiatives, and aligned administrative actions with LCAP goals. Strategic Planning Sessions: Conduct annual strategic planning sessions involving principals and key administrators to set priorities, develop action plans, and monitor the implementation of LCAP initiatives.

Educational Partner(s)	Process for Engagement
	Feedback Mechanisms: Establish channels for ongoing feedback from school leaders, ensuring their insights and concerns are addressed in the LCAP.
Other School Personnel	Inclusion in Decision-Making: Include classified staff and support personnel in planning sessions and decision-making processes related to school operations and student support services. Training and Workshops: Provide opportunities for professional development tailored to the needs of other school personnel, ensuring they are equipped to support LCAP goals effectively. Regular Updates: Keep all school personnel informed about LCAP progress through newsletters, staff meetings, and internal communications. Classified bargaining unit was consulted as well through staff meetings, data review and co-planning opportunities.
Parents and Families	Parent Advisory Committees: Establish Parent Advisory Committees (PAC) and hold regular meetings to involve parents in discussions about school programs, policies, and LCAP initiatives. Workshops and Information Sessions: Organize workshops and information sessions to educate parents about the LCAP, their role in supporting student success, and how they can provide input. Surveys and Feedback Forms: Use surveys and feedback forms to collect parents' opinions and suggestions on school improvement efforts and specific actions within the LCAP.
Students	Student Focus Groups: Conduct student focus groups to gather their perspectives on school climate, academic programs, and extracurricular activities. Student Councils: Engage student councils or leadership groups in discussions about school policies and LCAP goals, ensuring their voices are heard in the decision-making process. Surveys and Polls: Implement student surveys and polls to collect feedback on various aspects of their educational experience, including teaching quality, school facilities, and support services.

Educational Partner(s)	Process for Engagement
SELPA and Foster Youth	MUSD participated in collaborative meetings with Imperial County SELPA and County-wide Foster Youth Manager to ensure students with IEPS and foster youth needs are incorporated into our plan.

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

Here is a summary of the feedback provided by our specific educational partners

Students - Students expressed a desire for continued and expanded learning opportunities around college and career. Student feedback was very positive related to Biz Town (Action 1.1).

Parents - Parents expressed a desire for continued social-emotional and behavioral support for their children. They also expressed a desire for continued expanded learning opportunities, particularly to enhance their child's access to a broad course of study. Parents also expressed a desire to finish the Parent Center and appreciate the technological supports that are embedded. Parents also expressed gratitude regarding the variety of tools being used to communicate with families. Parents would like to see continued improvements to our facilities and grounds to enhance our welcoming environment and maximize safety. Parents also appreciate the expanded transportation services that are in place, considering our rural location (Actions 1.1, 1.3, 1.6, & 3.1).

Staff - Certificated and Classified provided interest in continued need in accelerating learning through small group instruction opportunities, building healthy collaboration within grade-level teams and grade-level spans, increasing support for students' social-emotional and behavioral needs, enhanced AVID implementation, expanded character education opportunities, and college and career learning opportunities. Staff has expressed interest in continued staff professional development in social-emotional learning, student engagement strategies, districtwide grade-level collaboration, and focused cross-grade collaboration (Actions 1.2, 1.4, 1.5, 1.7, & 2.2).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare all Meadows students by providing the knowledge and confidence to discover their career or college pathways and through increasing each student's academic achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal One was created as a broad academic goal designed to supplement and strengthen our instructional program. Our seven actions are grouped into three big ideas:

A- Strengthening and supplementing core instructional program
B- Strengthening and refining our academic intervention
C- Strengthening and expanding our extension programs

A- STRENGTHENING and SUPPLEMENTING CORE: Action 1.2 focuses on providing teachers with comprehensive professional learning opportunities and planning time focused on high leverage instructional practices to support targeted student groups, such as our English Learners and Students with Disabilities. Action 1.6 is designed to increase and improve services for Early Literacy K-5 and Numeracy. This action allows MUSD to provide smaller whole group instruction, intensive academic support in daily literacy and numeracy. This is a strategic opportunity to close the academic achievement gap as we reduce class size, lower teacher-to-student ratio, and eliminate combination classes. Action 1.5 provides targeted supplemental support to English Learners, whereas Action 1.7 is focusing on additional supports for Long-term English Learners (LTELs)/.

B- INTERVENTION: Action 1.3 and Action 1.4 provide opportunities and supports for a strong tiered intervention system. Action 1.3 supports additional diagnostic, assessment and monitoring components to strengthen our individualized intervention system. Action 1. 4 provides supplemental academic interventions for students through additional, small group interventions to address targeted academic needs.

C- EXTENSION: Action 1.1 focuses on providing expanded College and Career Readiness to all students through hands on learning and mentor-led experiences.

These actions were grouped under this goal to achieve the following:

* Increase early grade level literacy and numeracy
* Increase English language proficiency level by the end of 5th grade
* Increase Career Technical Education exploration opportunities
* Have access to rich SEL opportunities and foster strong relationships
* Have access to project-based learning curriculum including different classroom structure; relevant, real-world application; and public product

The metrics and actions grouped and described above will help achieve this goal to ensure Meadows' students are prepared and equipped to succeed in all content areas, as measured by the CAASPP assessments (ELA and Math) , English Learner assessments (ELPAC), improved reclassification rates and locally developed district-wide assessments. Lastly, this goal encompasses what the board of trustees, administration, teachers, staff and the community expressed in meetings in wanting one of the main goals to ensure our students were provided and exposed with multiple opportunities to succeed not just academically, but also in all other areas students wish to explore in their pathway to college or career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CAASPP Percentage of students who met or exceeded standard on English Language Arts CAASPP assessment And Average Distance per Standard (DFS)	CAASPP 2023 - Dashboard 2022-2023 Data CAASPP English Language Arts Percentage % Met or Exceeded Standard ALL Students 29.07% met/exceeded standard SED (Socioeconomically Disadvantaged) 25.35% met/exceeded standard			Each year, the ALL student group and all pertinent subgroups will show a 2% increase in percentage of students meeting or exceeding standards. Each year, the ALL student group and all pertinent subgroups will show a 3 point increase in Distance from Standard (DFS).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		.72% gap from ALL students group EL (English Learners) 8.34% met/exceeded standard 20.73% gap from ALL students group SWD (Students with Disabilities) 10.81% met/exceeded standard 18.26% gap from ALL students group CAASPP 2023 ELA Distance from Standard (DFS) ALL Red 74.8 points below standard SED (Socioeconomically Disadvantaged) Red 86.8 points below standard 12 point gap from ALL students group EL (English Learners) Red				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		115.2 points below standard 40.2 point gap from ALL students group LTEL (Long Term English Learners) SWD (Students with Disabilities) Red 172.2 points below standard 97.4 point gap from ALL students group				
1.2	CAASPP Mathematics Percentage of students who met or exceeded standard on English Language Arts CAASPP assessment And Average Distance per Standard (DFS)	CAASPP 2023 - Dashboard 2023 Data CAASPP Mathematics Percentage % Met or Exceeded Standard ALL Students 26.62% met/exceeded standard SED (Socioeconomically Disadvantaged) 22.94 % met/exceeded standard 3.68gap from ALL students group EL (English Learners)			Each year, the ALL student group and all pertinent subgroups will show a 2% increase in percentage of students meeting or exceeding standards. Each year, the ALL student group and all pertinent subgroups will show a 3 point increase in Distance from Standard (DFS).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10.22% met/exceeded standard 16.40% gap from ALL students group SWD (Students with Disabilities) 8.11 % met/exceeded standard 18.51% gap from ALL students group CAASPP 2023 Mathematics Distance from Standard (DFS) ALL Yellow 63 points below standard SED (Socioeconomically Disadvantaged) Yellow 70.2 points below standard 7.2 point gap from ALL students group EL (English Learners) Orange 96.1 points below standard				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33.1 point gap from ALL students group SWD (Students with Disabilities) Orange 151.1 points below standard 88.1 point gap from ALL students group				
1.3	English Learner Progress Indicator % of students who are making progress toward language proficiency AND ELPAC % of students who scored proficient or advanced on ELPAC	2023 Dashboard - English Learner Progress Indicator (ELPI) Orange 44.4% of English Learners making progress toward English language proficiency 2023 ELPAC 10.13% Proficient Level 4 - Well Developed			2023 Dashboard - English Learner Progress Indicator (ELPI) Each year, the percentage of English Learners making progress toward English language proficiency will increase by 2% 2023 ELPAC Each year, the percentage scoring Proficiency (Level 4 - Well Developed) will increase by 2%.	
1.4	EL Reclassification Rate % of students who reclassified from English	DataQuest does not post Reclassification Rates			Each year, MUSD's reclassification	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners (EL) to Redesignated - Fluent Proficient (R-FEP) annually	Local Reclassification Rate for 2022-2023 0%			rate will increase by 2%.	
1.5	CAST Science Test % of students who met or exceeded standards on 5th and 8th grade Science test	2023 California Dashboard 24.42% of ALL students met or exceeded standards 20.55% of SED students met or exceeded standards 5.26% of EL met or exceeded standards			Annually, each group will increase % of meeting or exceeding standards by 3%	
1.6	Local Measure of Appropriate of Assigned and Fully Credentialed Teachers (Williams Report) (State Priority 1) Percent of teachers who are appropriately assigned	2023 Dashboard Priority One 91% of teachers appropriately assigned			Increase % of teachers appropriately authorized by .5% annually.	
1.7	Sufficiency of Instructional Materials Percent of Students having Sufficient Access to Standards Aligned Materials	23-24 100% All students have access to district adopted curriculum both in hard copy and digital form			All students have access to district adopted curriculum both in hard copy and digital form annually.	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide expanded College and Career Readiness to all students through hands on learning and mentor-led experiences.	Provide multiple opportunities for students to experience different pathways to college and career through BizTown, Building Bridges, Career Fair, and MESA with the support of counselor and partnering agencies. Maintain one-to-one Chromebook devices for our and technology support for our students and obtain replacements of Chromebooks due to loss or damage from district wide distribution of use at home associated with normal wear and tear. Update and maintain supplemental digital components for all content area curricula. Create, expand, and improve additional College and Career exploration through supplemental technology integration, student engagement, and access to real-life experiences. MUSD will also incorporate a CTE Course offering in the	$114,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Agriculture and Natural Resources Industry to support our jr high student as they transition to high school.		
1.2	Specialized support for unduplicated pupils through enhanced professional learning opportunities	Teachers will be provided comprehensive professional development and planning time with a targeted focus on high leverage instructional practices. These professional learning opportunities will focus on evidence based practices to support unduplicated students as well as other subgroups such as Students with Disabilities.	$5,432.00	Yes
1.3	Supplemental Academic Progress Monitoring through District-wide Assessments	MUSD will refine our additional progress monitoring system that will identify targeted student academic needs with supplemental assessments (I-Ready, Interim CAASPP assessments, supplemental ELA & Math computer-based programs). Structured data analysis will provide additional academic support to differentiate student needs to provide additional academic intervention during MTSS and after school interventions.	$113,273.00	Yes
1.4	Supplemental Instructional Interventions for Unduplicated Students	Provide supplemental academic interventions for students through additional, small group interventions to address targeted academic needs, including additional professional development to support the implementation of supplemental programs, best practices and additional instructional strategies to support student learning through our Academic Support Intervention Teacher.	$345,859.00	Yes
1.5	Increased and Improved Services for all English Language Learners	MUSD will provide additional academic support for English Language Learners through targeted, small group intervention supported by designated supplemental instructional strategies and curriculum, designated specifically to improve English Language acquisition, to include supplemental professional development to support language acquisition programs.	$25,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Increased and Improved Services for Early Literacy K-5	Provide all students, grades K-5, including English Learners and Students with Disabilities, with smaller, whole group instruction, intensive academic support in daily literacy and opportunity to close the academic achievement gap MUSD will reduce class size, lower teacher-to-student ratio, and eliminate combination classes.	$504,400.00	Yes
1.7	Targeted Services for Long Term English Learners	MUSD teachers will work together to refine their plan to support long-term English Learners (LTELs). Teachers will receive both focused professional learning coupled with planning time and instructional feedback to ensure long-term English learners are being supported in a way that is informed by individual data. Teams will develop a plan to provide supports to LTELs both within and beyond the school day. Data will be disaggregated to determine what areas are keeping a child from reclassification. A system will be refined to best track LTELs and their progress or lack of it. The MTSS team will spend some time specifically analyzing trends in our LTEL data to help shape the overall plan.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and healthy environment where staff work collaboratively on vertical and horizontal alignment for student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal Two was developed as a broad goal that emphasizes the importance of staff collaboration and ongoing professional learning and support. Educational partners expressed a strong desire to build in time for staff to work collaboratively around best practices and allow for both horizontal and vertical alignment. Two actions were grouped together to support staff collaboration and professional learning. Action 2.1 provides time and support for staff to expand and improve alignment and implementation of formative and summative assessments to measure learning and improve outcomes. Furthermore, Action 2.2 allows for the continued enhancement of professional learning communities (PLC). By grouping these actions together, MUSD hopes to continue to grow in its efficacy of implementing state standards (Priority 2) and also exploring opportunities offer even more diverse learning opportunities to our students, both inside and outside the school day (Priority 7). These collaborations will also impact CAASPP outcomes as well (as noted in Goal 1) .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 7 Self Reflection Tool to measure progress in the extent to which student have access to, and are enrolled in, a broad course of study that includes the adopted course of study specified in California Education Code for grades 1-6 and grades 7-8 as displayed	2023 CA Dashboard

MUSD works in collaboration with other middle schools in the county as part of the K-12 Strong Workforce Program. This program allows districts to develop, implement and progress monitor specific goals aligned to | | | Each year, MUSD will expand its broad course of study and share with its partners the areas of exploration and expansion. MUSD will quantify its progress using CDE's Priority 7 Reflection Tool | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on California School Dashboard. (State Priority 7)	CTE career pathways exploration, "Building a Bridge to Your Future" curriculum for our district's middle school grade levels. The Strong Workforce Program provides curriculum and services to students to be college and career ready. MUSD is also implementing AVID in grades 6th - 8th to develop students study skills and expose them to college level experiences. Currently the district continues to improve in this area; therefore, there are no specific barriers in providing access to a broad course of study for all students. After analyzing data from our local measures, the decision to continue participating and in the Strong Workforce Program continues to be aligned with the goals of the			and reporting annually on the California Dashboard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		district to ensure students have access to a broad course of study.				
2.2	Implementation of State Standards Scoring on Priority Two - Implementation of State Academic Standards - Policy and Program Support Level 1 - Exploration and Research Phase Level 2- Beginning Implementation Level 3 - Initial Implementation Level 4 - Full Implementation Level 5 - Full Implementation and Sustainability	2023 Local Indicator - Priority Two - Implementation of State Standards Policy and Program Support - Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). ELA - 4 (Full Implementation) Math - 4 (Full Implementation) ELD - 4 (Full Implementation) Social Science 1 (Exploration and Research)			Annually - the average score scored on the Priority Two Reflection Tool will increase by .1 (equivalent of overall 2 point increase on 20 question tool).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science - 3 (Initial Exploration) Average Score on Entire Reflection Tool (23 Dashboard) 2.9 (58/20)				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Expand and Improve Alignment and Implementation of Formative and	MUSD will increase student academic achievement by Implementation, alignment and supplemental professional development of assessment practices utilizing formative and summative assessments in order to support and promote students as assessment capable learners	$49,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Summative District Assessments to Ensure a Measure of Student Learning			
2.2	Implement Effective Professional Learning Communities	MUSD will continue to focus on training students, staff, and parents in: Expand and improve Professional Learning Communities (PLC) among all stakeholders to improve student achievement through supplemental professional development of Continuous Improvement, PDSA Cycle, creating healthy cultures, supporting additional learning of concepts such as shared focus and equity work and team building.	$44,154.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Meadows Union School District will strengthen its Home-to-School Connection by focusing on comprehensive parent and family engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Goal Three was created this broad goal to strengthen the home-school connection for Meadows Union Elementary SchooL District.

MUSD values the participation of parent involvement in our students' success. The District is investing in a Parent Learning Center to expand on parent training and support which will provide parents with more tools to support their children in their education and social-emotional learning.

To strengthen this connection and improve student engagement and academic achievement, MUESD grouped the following actions:

* Sustain and expand our Parent Center (Action 3.1)
* Enhance and vary the ways in which we communicate with parents (Action 3.2)
* Increase opportunities for parent learning and parent shared decision making opportunities (Action 3.3)

The metrics and actions grouped and described below will help achieve this goal by implementing targeted services to all students, with an emphasis on EL, Foster and Homeless Youth and Low Income in the following ways:

* Increase families opportunities to participate as full partners in their child's education
* Increase parent learning opportunities
* Expand and increase home to school communication
* Decrease chronic absenteeism
* Increase feelings of connectedness, communication, support
* Improve attendance rates
* Improve academic achievement (as delineated in Goal 1)

The strategic grouping of these actions will yield the above-mentioned metrics and thus meet this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input on decision making for the District Source: LCAP survey Percentage of parents who provided input on LCAP survey related to shared decision making	2023 Dashboard Priority Three Parent Engagement Results from Parent LCAP Survey (71 families responded) 95.1% of parents surveyed felt adequate access/communication with the school and teachers. 95.0% of parents surveyed felt welcome to visit the school and classroom at any time. 93.4% of parents surveyed felt school provided adequate communication regarding school activities and events. 85.2% of parents surveyed felt involved in the decision making at their child's school. 93.4% of parents surveyed felt their child is safe at school.			Annually we will see a Maintain 96 increase of parents who felt adequate access/communication with the school and teachers. 2% increase of parents surveyed felt welcome to visit the school and classroom at any time. 93.4% of parents surveyed felt school provided adequate communication regarding school activities and events. 85.2% of parents surveyed felt involved in the decision making at their child's school. 93.4% of parents surveyed felt their child is safe at school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent participation in programs for students with exceptional needs Source: LCAP survey % of parents who participated in programs for students with exceptional needs through LCAP Survey)	23-24 School Year Results from Parents of SWD Survey (18 families responded) 92% felt adequate access/communication with the school and teachers. 95% felt welcome to visit the school and classroom at any time. 92% felt school provided adequate communication regarding school activities and events. 92% felt their child is safe at school.			% of parents who participated in programs for students with exceptional need will increase by 3 % each year.	
3.3	Parent participation in programs for unduplicated students Source: LCAP survey % of parents of unduplicated pupils who participated in programs (through LCAP Survey)	23-24 School Year Results from Parents of UP Survey (71 families responded) 95.1% of parents surveyed felt adequate access/communication with the school and teachers. 95.0% of parents surveyed felt welcome to visit the school and classroom at any time. 93.4% of parents surveyed felt school provided adequate			% of parents of unduplicated pupils who participated in program will increase by 3 % each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communication regarding school activities and events. 85.2% of parents surveyed felt involved in the decision making at their child's school. 93.4% of parents surveyed felt their child is safe at school.				
3.4	School attendance rate Ratio of Average Daily Attendance divided by CBEDS Day Enrollment	22-23: Average Daily Attendance (ADA) 356.57 22-23 CBEDS Day Enrollment: 384 Ratio: 92.86% Source: Ed-Data, CALPADS			ADA will increase by .5% annually.	
3.5	Chronic Absenteeism rate % of students who were considered chronically absent	23 California Dashboard 19.3% students were considered chronically absent in the ALL students group 20.5% Socio-economically Disadvantaged (SED) students were considered chronically absent (a 1.2% gap from ALL students group) 21.6% English Learners (EL) were			% of students who were considered chronically absent will decrease by 2% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		considered chronically absent (a 2.3% gap from ALL students group) 34.2% Students with Disabilities (SWD) students were considered chronically absent (a 14.9% gap from ALL students group) Foster Youth and Homeless groups were too small to be reported on the 23 Dashboard.				
3.6	Priority Three - Family Engagement Reflection Tool 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023 California Dashboard 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Initial Implementation 2. Rate the LEA's progress in creating welcoming environments for all families in the community.			Annually, MUSD will select 3 of the 12 areas and through planning and implementation - grow by one point on the Reflection Tool/Rubric	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Initial Implementation 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Initial Implementation 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Initial Implementation 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. Initial Implementation 6. Rate the LEA's progress in providing families with information				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and resources to support student learning and development in the home. Initial Implementation 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Initial Implementation 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. Initial Implementation 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Initial Implementation				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Initial Implementation 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Initial Implementation 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. Initial Implementation				

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide the Community a Parent Learning Center	Collaborate and create partnerships with community agencies for parent trainings and ongoing social-emotional supports. Provide a Parent Learning Center where parents will be able to access additional supports, resources, and training opportunities on how to further support their child in areas including social emotional support, math and reading skills; in addition to access to targeted case management services from community agencies and county program services that will support the increase of student achievement and well-being.	$75,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Additional Parent and Family Communication	To enhance additional parent and family communication ,MUSD will provide additional support in training of communication platforms (i.e. REMIND, ZOOM, etc.) and the parent portal system to assure enhanced, continued methods of home-to school communication so as to improve student achievement.	$52,814.00	Yes
3.3	Additional Parent Engagement	Provide additional parent engagement training in areas such as technology (i.e. Google classroom, etc)and expanded, continued facilitation of parent communication (i.e Coffee with Administration, Coffee with the Counselor, etc) so as to support improved student achievement.	$96,055.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Educational Equity: Create a safe environment that encourages rigor, relevance and relationships for every student by providing them with the tools they individually need to be successful.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal Four was created, as a broad goal, that ensured MUSD created a safe and welcoming environment for every students. Our educational partners (families, Board of Trustees, staff, and students) had the "whole child" in mind. It was crucially important that students' experience was infused with rigorous and relevant curriculum and that relationships were built throughout the process. Relationships with caring adults, relationships with their peers, and a strong sense of self and a relationship with themselves.

To meet this goal, four actions were strategically grouped together:

* Increase student social emotional learning (SEL) needs and enhance school climate and culture through.SEL curriculum and positive school events and activities (Action 4.1)
* Implementation of a supplemental character awareness program (Action 4.2)
* Additional support in implementation of MTSS through strengthening community partnerships to provide an enhanced safe environment. (Action 4.3)
*. Provide an enhanced, safe and clean learning environment (Action 4.4)

To create a welcoming and robust learning environment, MUSD ensures the following:

- 100% of students have access to instructionally sound, standards-based materials
- Teachers are appropriately assigned and authorized
- Facilities are welcoming, safe, and inviting. Work is done every year to enhance our facilities and grounds to support continued learning.

Additionally, through continued and expanding implementation of these actions, MUSD intends to meet the following outcomes:

- High levels of students who feel they have a caring adult relationship at school
- Lowered levels of chronic absenteeism and high levels of attendance

- Low levels of suspension and expulsion

These strategic groups of actions and metrics are designed to meet this overall goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Healthy Kids Survey (State Priority 6) Percentage of students who felt they had a caring adult relationship at school	23 California Healthy Kids Survey 73% of students felt they have a caring adult relationship at school			Annually - Increase the% of students felt they have a caring adult relationship at school by 3%.	
4.2	DataQuest Suspension Rate Percentage of students suspended	23 California Dashboard Suspension Rate ALL students 3.2% SED students 3.3% (low) - a .1% gap from ALL students EL 1.9% - no gap SWD 6.8% (a 3.6% gap from ALL students)			Annually, reduce the suspension rate of all groups by .2%	
4.3	Average Daily Attendance Rate Average Daily Attendance Rate (percentage)	23-24 Average Daily Attendance Rate CBEDS day enrollment: 370 ADA August-December: 347.02			Annually, increase the ADA by .5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ratio 347.02/370= 93.79%				
4.4	DataQuest Expulsion Rate Percentage of students expelled	22-23 DataQuest Expulsion Rate 0%- All Students			Maintain expulsion rate below .5%	
4.5	Local Measure of Facilities in Good Repair (FIT Tool) as displayed on the CA Dashboard (State Priority 1) Overall Score on FIT	22-23 Facilities Inspection Tool (FIT) rating As per 23 Dashboard 100% FIT Exemplary			Maintain EXEMPLARY on Facilities Inspection Tool, annually.	
4.6	Middle School Dropout Rate Percentage of middle school students who are considered dropouts	22-23 DataQuest Middle School Dropout Rate 0%			Maintain middle school dropout rate at 0%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Support to address the Social Emotional Needs of All Students	MUSD will address student social emotional learning needs with acquisition and implementation of supplemental instruction and student engagement activities through whole group, small group, and one-on-one settings to continue to address student social-emotional needs; and increase awareness of and inclusion of students with special needs. SEL support will be implemented through whole group, small groups and one-on-one, by utilizing Second Step curriculum Additionally, MUSD will continue to implement and support Circle of Friends school-wide to create awareness and inclusion of students with special needs through different events like No One Eats Alone, Autism Awareness Month, Down Syndrome Awareness Month, Inclusive Schools Week, etc..	$64,120.00	Yes
4.2	Support Implementation of Character Awareness and Attendance	Implementation of a supplemental character awareness program that includes supplemental instruction; student and family activities; attendance incentives and competitions to promote a postive school environment and improved student engagement.	$66,169.00	Yes
4.3	Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Additional support in implementation of MTSS through strengthening community partnerships (i.e. Attendance Task Force, etc), providing supplemental monitoring programs (i.e. Beyond SST, etc), intervention supports and additional professional development (i.e. Safe Schools Conference, etc) to assist in meeting student academic and social-emotional needs, and providing an enhanced safe environment.	$113,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Enhance Safe and clean learning environment	Additional improvements to school environment that will support a positive school climate for student success and emotional well-being; inclusive of conditions for optimal student learning and safety.	$76,837.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,417,268.00	$174,714.00

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
36.239%	0.000%	$0.00	36.239%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide expanded College and Career Readiness to all students through hands on learning and mentor-led experiences. **Need:** Through parent forums and surveys, parents have expressed a desire for their children to be provided with multiple opportunities to explore a variety of college and/or career opportunities that align with their individualized	To address these needs of our unduplicated pupils, the district will increase engagement and reduce chronic absenteeism rates, and we expect that all students will benefit from these enhanced college and career readiness opportunities. However, because of the significantly lower achievement rates of our English Learners and low-income students; and because these supports will be tailored to the on specific interests and needs of our English Learner sand low income students needs, we expect that the achievement	We expect this action to result in improved outcomes for students who are foster youth, English learners, and low-income in the number of college and career readiness opportunities at each grade level,an increase the number of junior high students who have access

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	strengths and interests. Through student surveys and focus groups, students have also expressed that they prefer learning opportunities that are hands-on, project based and are connected to the real word. Additionally, upon examination of College and Career Indicator from the high school district our students feed into, it is apparent that low-income students and EL students are less likely to be considered "Prepared" by their senior year. CTE Pathways is one avenue that students can explore to help with that preparation. MUSD strives to provide more career awareness and exploration at the lower grades and then an articulated CTE introductory course for our junior high students to best support their transition. **Scope:** LEA-wide	rates for our English Learners, foster youth and low-income students will increase even more than of all other students.	to CTE introductory course and a decrease chronic absenteeism rates annually while closing gap for unduplicated pupils.
1.2	**Action:** Specialized support for unduplicated pupils through enhanced professional learning opportunities **Need:** Action 1.2 is a new action that has been created based on disaggregated data analysis for our targeted subgroups and also based on surveying our teachers related to what type of professional learning opportunities they feel would best support them in the classroom. 2023 Dashboard data indicates that our EL and SWD are our two lowest performing subgroups in all areas. It should be noted that	This action is designed to meet the need of unduplicated pupils because teachers will be provided comprehensive professional development and planning time with a targeted focus on high leverage instructional practices. These professional learning opportunities will focus on evidence based practices to support targeted student subgroups such as English Learners and Students with Disabilities. We expect this action to result in greater outcomes for students who are foster youth, English learners, and low-income students but we believe other struggling students will benefit as well. To maximize the impact of these actions, these actions are being provided on an LEA-wide basis.	We expect this action to result in improved outcomes for students who are foster youth, English learners, and low-income in both mastery of ELA standards as evidenced by CAASPP assessment while closing academic gap for unduplicated pupils. as well as an increased mastery of mathematics as evidenced by CAASPP assessment while closing achievement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MUSD has a higher than average SWD group and that most of our SWD are also English Learners; therefore, to maximize the impact, these actions are being provided on an LEA-wide basis, inclusive of SWD and ELL. **Scope:** LEA-wide		gap for unduplicated pupils.
1.3	**Action:** Supplemental Academic Progress Monitoring through District-wide Assessments **Need:** English Learners and low-income students have disproportionately lower rates in ELA and mathematics (as measured by CAASPP) than other student groups. In addition, teachers have identified a need to continue to refine, systematize and simplify our progress monitoring system in order to efficiently diagnose the needs of our unduplicated pupils. Therefore, there is a significant need to continue to refine our additional progress monitoring system in order to identify targeted student academic needs with supplemental assessments (I-Ready, Interim CAASPP assessments, supplemental ELA & Math computer-based programs). Continued structured data analysis will provide additional academic support to differentiate student needs to provide additional academic intervention during MTSS and after school interventions.	To address these unique needs of our unduplicated pupils, the district will work collaboratively to determine which assessment data is most aligned and productive in order to craft customized learning opportunities. We expect these actions to lead to a significant increase in English Language Arts and mathematics mastery. To maximize the impact of this action in increasing ELA and math competence for all students, this action will be provided on an LEA-wide basis.	We expect this action to result in improved outcomes for students who are foster youth, English learners, and low-income in both CAASPP assessment and local assessments as well.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Supplemental Instructional Interventions for Unduplicated Students **Need:** English Learners and low-income students have disproportionately lower rates in ELA and mathematics (as measured by CAASPP) than other student groups. In addition, teachers have identified a unique need of more coherent writing instruction for our unduplicated pupils. The range of abilities of our unduplicated pupils has demonstrated a need for individualized and small group interventions, as applicable. **Scope:** LEA-wide	To address these needs, the district will provide additional, small group interventions to address targeted academic needs, including additional professional development to support the implementation of supplemental programs, best practices and additional instructional strategies to support student learning through our Academic Support Intervention Teacher.We expect this action to result in greater outcomes for students who are foster youth, English learners, and low-income students but we believe other struggling students will benefit as well. To maximize the impact of these actions, these actions are being provided on an LEA-wide basis.	We expect this action to result in improved outcomes for students who are foster youth, English learners, and low-income in both ELA and Math as evidenced by improved scores on CAASPP assessments.
1.6	**Action:** Increased and Improved Services for Early Literacy K-5 **Need:** Our ELs and low income students have disproportionately lower rates of literacy as evidenced by both our CAASPP scores and site specific literacy diagnostics. Additionally, our unduplicated pupils scored lower on the Writing Domain as evidenced by disaggregated CAASPP scores. In addition, our teachers identified the need to be able to	To address these needs, the district will provide all students, grades K-5, with smaller, whole group instruction, intensive academic support in daily literacy and opportunity to close the academic achievement gap. MUSD will reduce class size, lower teacher-to-student ratio, and eliminate combination classes. We expect this action will lead to a significant increase in reading and writing abilities. We expect this action to result in greater outcomes for students who are foster youth, English learners, and low-income students due to the fact that these small group interactions will be tailored to their unique literacy needs, but we	We expect this action to result in improved outcomes for students who are foster youth, English learners, and low-income in both ELA and Math as evidenced by CAASPP assessments and site specific literacy diagnostic assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provide small group instruction tailored to small group needs. Therefore, there is a significant need for lower class sizes and no combination classes. This allows us to better serve our unduplicated pupils. **Scope:** LEA-wide	believe other struggling students will benefit as well. To maximize the impact of these actions, these actions are being provided on an LEA-wide basis.	
2.1	**Action:** Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning **Need:** An assessment analysis has shown there are discrepancies between assessments in curriculum as compared to the summative state assessments. Teachers have expressed a need for planning time to be able to assess its current assessment practices to ensure alignment and coherence. This is increasingly important for our English Learners as we intentionally plan lessons to scaffold both language and content. Our SED students have shown gaps in their learning and planning time is vital in order to collaboratively plan for lesson (and assessments) that do two things: stays at the rigor of he standards while being accessible to all students. We will also explore the accessibility tools available to students that can be used in assessments and in classroom learning as well.	To support the unique needs of our unduplicated pupils, MUSD will increase student academic achievement by collaborative time to refine assessment practices utilizing formative and summative assessments in order to support and promote students as assessment capable learners. Although we believe these practices will show most gains for our unduplicated pupils (as we will be tailoring practices to their needs), we believe all students will benefit. To maximize this impact, we will be implementing this action on a LEA wide basis.	To determine effectiveness, we anticipate increased outcomes in formative assessments in ELA and math as well as summative outcomes on the CAASPP. We also anticipate greater coherence in assessment practices as evidenced by teacher reflections at the end of the 24-25 school year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Implement Effective Professional Learning Communities **Need:** Our English Learners and low income students have disproportionately lower rates of mastery in English Language Arts, Mathematics and Science. In addition, our families have prioritized increasing our students access to a varied and broad course of study. Therefore, there is a significant need for support and supplement the implementation of our state's core content standards while incorporating opportunities to explore all content areas in a deeply relevant way. **Scope:** LEA-wide	To address the unique needs of our ELs and low income students, we will continue to focus on expanding and improving Professional Learning Communities (PLC) among all stakeholders to improve student achievement through supplemental professional development and continuous Improvement. Utilizing the PDSA Cycle while refining school culture, we will support additional learning such as shared focus, equity work and team building. We expect this action will result in improved outcomes for students who are foster youth, English learners, and low-income. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	We expect that our CAASPP scores in ELA and Math will improve and the achievement gap will close. We also believe we will score higher each year on the Priority Two - Implementation of State Standards Rubric (created by CDE) as well as increase other area of content exploration. These are the areas we will monitor to gauge effectiveness of this action.
3.1	**Action:** Provide the Community a Parent Learning Center **Need:** Unduplicated families have shared their desire in having the school district continue to expand its partnerships with community agencies for parent trainings and ongoing social-emotional supports. This year's events were highly regarded, although they were not always highly attended. Parents have also continue	To meet these unique needs, we plan to continue and expand our collaborative opportunities with families and community partners as well. During the 23-24 school year, we increased our collaboration opportunities for our families. This includes our Health Fair, our learning opportunities provided by Fresno University, and our social emotional parent trainings, to name a few. We will continue these partnerships in 24-25. Additionally, staff worked with parents will be able to access additional supports, resources, and	To monitor effectiveness, we will quantify our outside collaborations each year and report to our educational partners. Furthermore, at each event, we will gather feedback as to what was the strength of the event and how it can be improved. We will also annually poll families as to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to express their desire to have a Parent Learning Center where parents will be able to access additional supports, resources, and training opportunities on how to further support their child and themselves. Our Priority Three Reflection Tool has shown us that we are at Level 3 - initial implementation on all of the 12 Family Engagement components. Families of our unduplicated have expressed a great desire to continue to enhance family engagement and have shared what topics they prioritize. **Scope:** LEA-wide	training opportunities on how to further support their child. Our counseling staff provided targeted case management services while partnering with community agencies and county program services that will support the increase of student achievement and well-being. These services will again be provided and targeted for our unduplicated pupils. We expect this action to result in improved outcomes such as increased sense of belonging and improved attendance for students who are foster youth, English learners, and low-income in both. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	understand what are the mostly highly prioritized topics from their perspectives. We will continue to try varied formats (times, venues, modalities) and collect data to find those that seem to be the most successful in terms of attendance.
3.2	**Action:** Additional Parent and Family Communication **Need:** Parents of unduplicated pupils have expressed the need for more trainings on communication platforms (i.e. REMIND, ZOOM, etc.) and the parent portal system to enhance additional parent and family communication. Teachers have suggested that our unduplicated families be polled to see which of the communication platforms they are utilizing and what types of trainings they specifically are looking for to continue to enhance home school communication. Teachers have also suggested we explore if every family of unduplicated has the appropriate technology to access these platforms. Lastly, educational partners have expressed helping the upper	To meet these needs, MUSD will provide supplemental trainings, poll parents early in the year to identify tech and training needs and pilot the student portion of the Portal with upper grades. We expect these actions to lead to a significant increase in students grades and test scores as families are able to partner more closely. We also anticipate that this might assist in reducing absences as students and families will feel more connected. We also expect to see greater satisfaction from both families and teachers as to the strength of the home-school connection. To maximize the impact of these actions, these actions are being provided on an LEA-wide basis.	To monitor effectiveness, we will examine grades, assessment scores, attendance rates and chronic absenteeism rates. We will also poll teachers and families toward the end of next year to gauge how they rate home to school communication.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	grade students access the student portal will help them build life long skills and be able to advocate for themselves. **Scope:** LEA-wide		
3.3	**Action:** Additional Parent Engagement **Need:** Unduplicated families have consistently shared that they would like continued technology support in order to strengthen home school connection. They have expressed a need for "cheat sheets" to help them navigate things like online registration, access to Google Classroom and parent portal. Teachers provided feedback this year as to which events seem to have the most effect as well. This data will be compiled when planning family engagement activities for the 24-25 school year, paying particular attention to the needs of our unduplicated students and their families. **Scope:** LEA-wide	To meet these identified needs of our unduplicated pupils, we will provide additional parent engagement training in areas such as technology (i.e. Google classroom, etc) and also expanded, continued facilitation of parent communication (i.e Coffee with Administration, Coffee with the Counselor, Teacher Meetings etc) so as to support improved student achievement. To maximize the impact of these actions because we feel they will benefit all students, these actions are being provided on an LEA-wide basis.	We expect this action will lead to improved outcomes for UPP in increases on the following parent survey questions: % of parents surveyed who felt adequate access/communication with the school and teachers. % of parents surveyed who felt school provided adequate communication regarding school activities and events. % of parents surveyed felt involved in the decision making at their child's school.
4.1	**Action:** Supplemental Support to address the Social Emotional Needs of All Students **Need:**	To address these needs, the district will address student social emotional learning needs SEL support will be implemented through whole group, small groups and one-on-one, by utilizing SEL curriculum. The team will be looking to augment its SEL Curriculum based on teacher feedback.	We expect these supports will lead to improved outcomes in regular attendance, increase social emotional wellness (as evidenced through

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teachers, counselors and families concur that many students are needing support in their social emotional health. This is evidenced through family focus groups, teacher surveys, discipline data and notes from counseling small group topics. There has also been an increase in students experiencing anxiety and depression as they struggle to regulate their own emotions and control their behavior. These needs seem proportionately higher in our low income students. One possible reason is that these students could likely experience other areas of stress associated with poverty. As such, we have identified more Tier 2 and Tier 3 services around SEL and positive behavior supports for our low income students. This action is designed to meet these unique needs. **Scope:** LEA-wide	MUSD will continue to implement and support Circle of Friends school-wide to create awareness and inclusion of students with special needs through different events like No One Eats Alone, Autism Awareness Month, Down Syndrome Awareness Month, Inclusive Schools Week. We expect this action to result in improved outcomes for students who are foster youth, English learners, and low-income particularly in gauging social emotional health, behavioral incidents and also regular attendance at school. As it is likely that other high needs students may benefit from this action, it will be provided on an LEA-wide basis.	check in tools), and reduced behavioral incidens. We will examine these measures regularly to monitor for effectiveness.
4.2	**Action:** Support Implementation of Character Awareness and Attendance **Need:** Families continue to prioritize the incorporation of character education within their child's school day. Our unduplicated pupils have higher rates of chronic absenteeism. Student survey data has shown that they also have lower rates of student connectedness. Due to these unique needs, we are continuing our refinement of our character education program	To address these needs, the district will provide additional support in enhancing character education learning opportunities and school connectedness interventions (i.e. Tier 2 strategies to increase student engagement and reduce chronic absenteeism). To maximize the impact of these actions in reducing chronic absenteeism, reducing suspensions and increasing student engagement and connectedness throughout the LEA, these actions are being provided on an LEA-wide basis.	We will monitor our chronic absenteeism rates, behavioral incidents, and suspension rates to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to ensure coherence across the grade levels in order to meet our unduplicated pupil's needs. **Scope:** LEA-wide		
4.3	**Action:** Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support **Need:** Unduplicated pupils have disproportionately higher rates of chronic absenteeism and suspension than other student groups as well as lower rates of ELA and Mathematics mastery. In addition, educational partners have indicated a need to refine our MTSS to ensure balance between academic and behavioral needs. **Scope:** LEA-wide	To address these needs, the district will convene a Task Force to articulate the tiered support for both academics and behavior and compare supports between each grade span to determine coherence. This task force will share with partners regularly to gain feedback as system is refined. We expect that these actions will result in improved outcomes in measures mentioned above. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis	We will monitor progress in ELA, Math, Chronic Absenteeism and Behavior (inclusive of Suspensions) to monitor our system's effectiveness. We will also keep track of fluidity between tiered services as students find success to note trends and areas of efficacy.
4.4	**Action:** Enhance Safe and clean learning environment **Need:** The families of unduplicated pupils continue to rank having a safe and welcoming school environment to be of highest priority for their children.	To address these needs, the district will continue to work on additional improvements to school environment that will support a positive school climate for student success and emotional well-being; inclusive of conditions for optimal student learning and safety.	In order to address these conditions of our English Learners and low-income students, we will improve the physical condition of our school campus to impact a positive school climate for student success and emotional

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		well-being. MUSD will ensure conditions of student learning are optimized for extended and increased student learning and overall safety of our school community. (Action 4.4). This action will be provided on an LEA-wide basis and we anticipate that our low-income students and English Learners will show a 10% increase in their after school program and extended day attendance and decreases in the opportunity gaps in English Language Arts and mathematics by at least 3% (mentioned in Goal 1)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Increased and Improved Services for all English Language Learners	To address these unique needs of our English Learners, the district will additional academic support for English Language Learners through targeted, small group intervention supported by	We expect this action to result in improved outcomes for our ELs in CAASPP ELA and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Our ELs have shown an achievement gap in ELA. Writing has been identified as a need on both the CAASPP and ELPAC. We expect this targeted action will result in improved outcomes for our English learners. **Scope:** Limited to Unduplicated Student Group(s)	designated supplemental instructional strategies and curriculum, designated specifically to improve English Language acquisition, to include supplemental professional development to support language acquisition programs.	language proficiency as evidenced by the ELPAC.
1.7	**Action:** Targeted Services for Long Term English Learners **Need:** According to our 2023-2024 data, 15% of our English Learners are considered long-term English Learners (LTELs). Moreover, an additional 15% of our English Learners are considered "at risk" of becoming LTELs. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to deepen our collective understanding on how to best support our LTELs. Using a multi-tiered approach, MUSD will build a fluid intervention plan based on an individualized and comprehensive data dive.	We will use several measures to monitor effectiveness of this action including progress on ELPAC, CAASPP, and reading diagnostics (as appropriate). We will also monitor reclassification rates and the components of reclassification to denote progress.

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.

There were no limited actions calculated using the planned percentage of improved services. All actions were calculated using an expenditure of LCFF funds.

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.

During the 2024-2025 school year, MUSD will maintain our Student Support Teacher position to provide intervention services to students in the area of Reading, Math, and Social Emotional Learning. Lastly, a Bus Driver/Custodian will be maintained to continue our increased transportation services and to maintain campus (These positions are addressed in Actions 1.4, 2.1, 4.3 & 4.4)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	38.4 to 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14.4 to 1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,910,844.00	1,417,268.00	36.239%	0.000%	36.239%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,520,187.00	$0.00	$0.00	$232,935.00	$1,753,122.00	$1,377,748.00	$375,374.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide expanded College and Career Readiness to all students through hands on learning and mentor-led experiences.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$66,170.00	$48,005.00	$102,297.00			$11,878.00	$114,175.00	
1	1.2	Specialized support for unduplicated pupils through enhanced professional learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$432.00	$5,432.00				$5,432.00	
1	1.3	Supplemental Academic Progress Monitoring through District-wide Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$71,809.00	$41,464.00	$111,539.00			$1,734.00	$113,273.00	
1	1.4	Supplemental Instructional Interventions for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$258,167.00	$87,692.00	$209,800.00			$136,059.00	$345,859.00	
1	1.5	Increased and Improved Services for all English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$20,126.00	$5,418.00	$0.00			$25,544.00	$25,544.00	
1	1.6	Increased and Improved Services for Early Literacy K-5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$464,328.00	$40,072.00	$504,400.00			$0.00	$504,400.00	
1	1.7	Targeted Services for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$1,000.00	$4,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.1	Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$45,991.00	$3,969.00	$49,960.00				$49,960.00	
2	2.2	Implement Effective Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$27,853.00	$16,301.00	$36,231.00			$7,923.00	$44,154.00	
3	3.1	Provide the Community a Parent Learning Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$65,431.00	$10,535.00	$55,268.00			$20,698.00	$75,966.00	
3	3.2	Additional Parent and Family Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$34,179.00	$18,635.00	$51,794.00			$1,020.00	$52,814.00	
3	3.3	Additional Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$84,323.00	$11,732.00	$69,334.00			$26,721.00	$96,055.00	
4	4.1	Supplemental Support to address the Social Emotional Needs of All Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$47,949.00	$16,171.00	$62,762.00			$1,358.00	$64,120.00	
4	4.2	Support Implementation of Character Awareness and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,151.00	$16,018.00	$66,169.00				$66,169.00	
4	4.3	Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$102,858.00	$10,506.00	$113,364.00				$113,364.00	
4	4.4	Enhance Safe and clean learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$32,413.00	$44,424.00	$76,837.00				$76,837.00	

2024-25 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
$3,910,844.00	1,417,268.00	36.239%	0.000%	36.239%	$1,520,187.00	0.000%	38.871 %	**Total:**	$1,520,187.00
								LEA-wide Total:	$1,515,187.00
								Limited Total:	$5,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide expanded College and Career Readiness to all students through hands on learning and mentor-led experiences.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,297.00	
1	1.2	Specialized support for unduplicated pupils through enhanced professional learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,432.00	
1	1.3	Supplemental Academic Progress Monitoring through District-wide Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,539.00	
1	1.4	Supplemental Instructional Interventions for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,800.00	
1	1.5	Increased and Improved Services for all English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Increased and Improved Services for Early Literacy K-5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$504,400.00	
1	1.7	Targeted Services for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	2.1	Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,960.00	
2	2.2	Implement Effective Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,231.00	
3	3.1	Provide the Community a Parent Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,268.00	
3	3.2	Additional Parent and Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,794.00	
3	3.3	Additional Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,334.00	
4	4.1	Supplemental Support to address the Social Emotional Needs of All Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,762.00	
4	4.2	Support Implementation of Character Awareness and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,169.00	
4	4.3	Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,364.00	
4	4.4	Enhance Safe and clean learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,837.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,980,320.00	$1,928,759.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	Yes	$173,809.00	$172,770.33
1	1.2	1.2 Implementation of supplemental AVID College Readiness System in Grades 7th-8th.	Yes	$45,898.00	$36,718.56
1	1.3	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	Yes	$80,890.00	$130,657.92
1	1.4	1.4 Supplemental Instructional Interventions for Unduplicated Students	Yes	$509,597.00	$391,405.59
1	1.5	1.5 Increased and Improved Services for English Language Learners	Yes	$36,651.00	$26,168.27
1	1.6	1.6 Increased and Improved Services for Early Literacy K-5	Yes	$482,012.00	$446,614.31
2	2.1	2.1 Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Yes	$73,919.00	$75,964.36
2	2.2	2.2 Implement Effective Professional Learning Communities	Yes	$55,304.00	$99,852.46
3	3.1	3.1 Provide the Community a Parent Learning Center	Yes	$85,860.00	$80,010.53
3	3.2	3.2 Additional Parent and Family Communication	Yes	$53,001.00	$51,389.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	3.3 Additional Parent Engagement	Yes	$84,319.00	$90,017.95
4	4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	Yes	$68,201.00	$47,388.85
4	4.2	4.2 Support Implementation of Character Awareness and Attendance	Yes	$61,878.00	$62,885.96
4	4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Yes	$85,132.00	$114,650.31
4	4.4	4.4 Enhance Safe and clean learning environment	Yes	$83,849.00	$102,264.91

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,562,638.00	$1,736,115.00	$1,695,688.41	$40,426.59	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	Yes	$162,495.00	$163,912.19		
1	1.2	1.2 Implementation of supplemental AVID College Readiness System in Grades 7th-8th.	Yes	$45,898.00	$36,718.56		
1	1.3	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	Yes	$79,289.00	$127,037.98		
1	1.4	1.4 Supplemental Instructional Interventions for Unduplicated Students	Yes	$370,175.00	$254,190.56		
1	1.5	1.5 Increased and Improved Services for English Language Learners	Yes	$0.00	$0.00		
1	1.6	1.6 Increased and Improved Services for Early Literacy K-5	Yes	$482,012.00	$446,614.31		
2	2.1	2.1 Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Yes	$73,919.00	$75,964.36		
2	2.2	2.2 Implement Effective Professional Learning Communities	Yes	$46,993.00	$85,786.87		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	3.1 Provide the Community a Parent Learning Center	Yes	$67,374.00	$60,599.85		
3	3.2	3.2 Additional Parent and Family Communication	Yes	$51,934.00	$51,389.11		
3	3.3	3.3 Additional Parent Engagement	Yes	$61,662.00	$66,552.07		
4	4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	Yes	$65,586.00	$47,121.37		
4	4.2	4.2 Support Implementation of Character Awareness and Attendance	Yes	$61,878.00	$62,885.96		
4	4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Yes	$83,051.00	$114,650.31		
4	4.4	4.4 Enhance Safe and clean learning environment	Yes	$83,849.00	$102,264.91		

2023-24 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)
$4,260,600.00	$1,562,638.00	2.44%	39.116%	$1,695,688.41	0.000%	39.799%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    o **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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.

  o 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,

  o 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:

    o 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) (California Legislative Information)](#) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   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.

    o   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.

o 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.

o 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.

o 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.

  o **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
- 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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

  o **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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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).

California Department of Education
November 2023