



LCFF Budget Overview for Parents

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

CDS Code: 123456787654321

School Year: 2024-25

LEA contact information:

S. Aaron Resendez

Superintendent

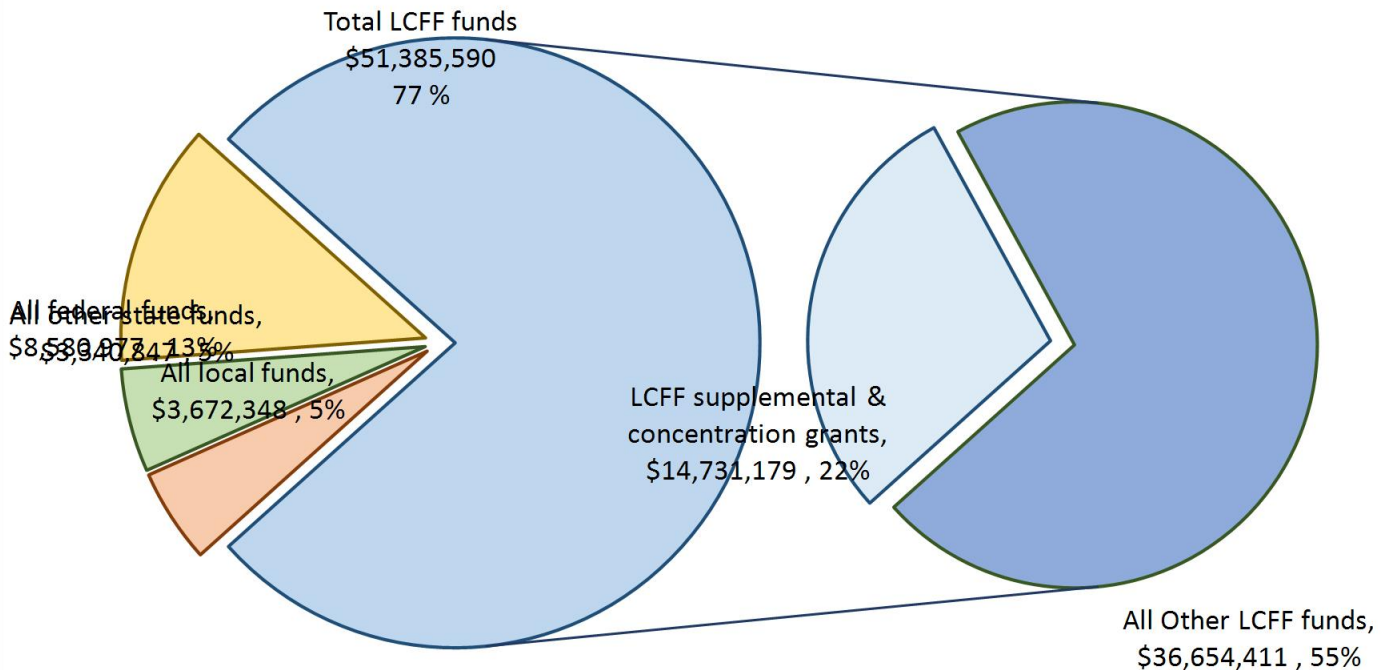
saresendez@mcfarland.k12.ca.us

661-792-3081

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

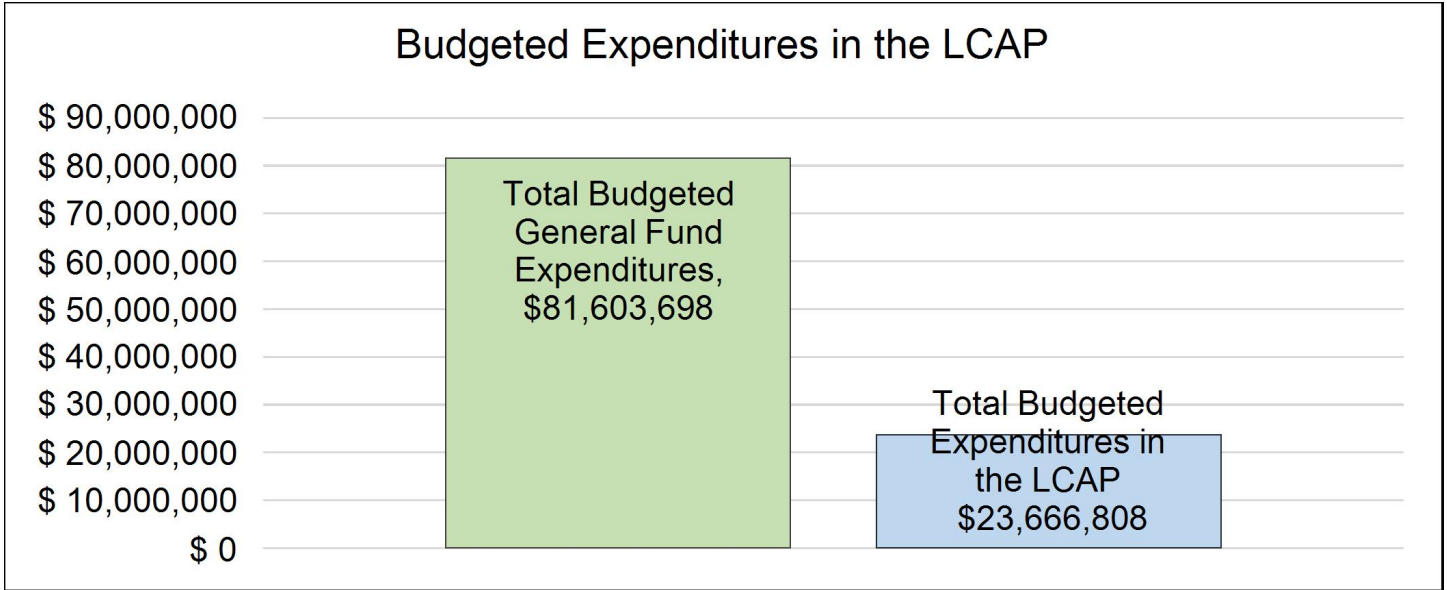


This chart shows the total general purpose revenue McFarland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McFarland Unified School District is \$66,979,762, of which \$51,385,590 is Local Control Funding Formula (LCFF), \$3,340,847 is other state funds, \$3,672,348 is local funds, and \$8,580,977 is federal funds. Of the \$51,385,590 in LCFF Funds, \$14,731,179 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much McFarland Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

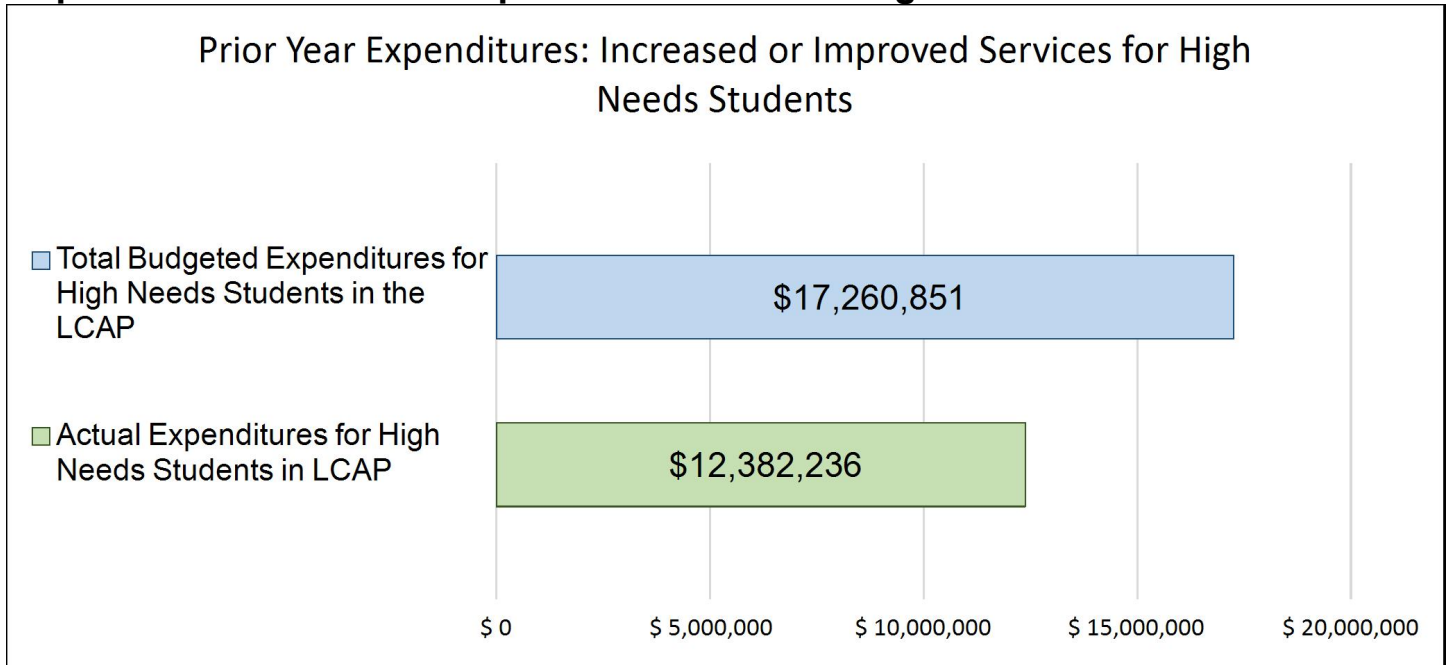
The text description of the above chart is as follows: McFarland Unified School District plans to spend \$81,603,698 for the 2024-25 school year. Of that amount, \$23,666,808 is tied to actions/services in the LCAP and \$57,936,890 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, McFarland Unified School District is projecting it will receive \$14,731,179 based on the enrollment of foster youth, English learner, and low-income students. McFarland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. McFarland Unified School District plans to spend \$19,518,866 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



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

The text description of the above chart is as follows: In 2023-24, McFarland Unified School District's LCAP budgeted \$17,260,851 for planned actions to increase or improve services for high needs students. McFarland Unified School District actually spent \$12,382,236 for actions to increase or improve services for high needs students in 2023-24.



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
McFarland Unified School District	S. Aaron Resendez Superintendent	saresendez@mcfarland.k12.ca.us 661-792-3081

Goals and Actions

Goal

Goal #	Description
1	All MUSD students will be taught by high quality staff that provide rigorous, relevant, and intentional instruction preparing all students for success in college and/or career

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully credentialed teachers (Priority 1A)	Annual HR Report K-12th Grade: 97.2%	Annual HR Report K-12th Grade: 74%	Annual HR Report K-12th Grade: 85%	Annual HR Report K-12th Grade: 86% as of May 2024	Annual HR Report 100%
Appropriately assigned teachers (Priority 1A)	Annual HR Report K-12th Grade: 100%	Annual HR Report K-12th Grade: 98%	Annual HR Report K-12th Grade: 94%	Annual HR Report K-12th Grade: 98% as of May 2024	Annual HR Report 100%
Students have access to standards aligned curriculum (Priority 1B)	Annual textbook inventory report from Follett K-12th Grade: 100%	Annual textbook inventory report from Follett K-12th Grade: 100%	Annual textbook inventory report from Follett K-12th Grade: 100%	Annual textbook inventory report from Follett: 100% as of May 2024	Annual textbook inventory report from Follett 100%
Implementation of state board adopted academic content and performance standards for all students (Priority 2A)	Clear CCSS Objectives observed using walkthrough tool end of year total K-12th Grade: 77%	Clear CCSS Objectives observed: K-12th Grade: 81% as of May 23, 2022	Clear CCSS Objectives observed: K-12th Grade: 79% as of May 30, 2023	Clear CCSS Objectives observed: 83% as of May 2024	Clear CCSS Objectives observed using walkthrough tool end of year total 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Students have access to programs and services to access and gain mastery of the CCSS and the ELD standards (Priority 2B)	Enrollment in dedicated ELD K-12th Grade: 100% Integrated EL Strategies Observed Using walkthrough tool by May 25 K-12th: 63.5%	Enrollment in dedicated ELD: 100% as of May 23, 2022 EL Strategies Observed: 83% as of May 23, 2022	Enrollment in dedicated ELD: 100% as of May 30, 2023 EL Strategies Observed: 75% as of May 30, 2023	Enrollment in dedicated ELD: 100% as of May 2024 EL Strategies Observed: 75% as of May 2024	Enrollment in dedicated ELD K-12th Grade: 100% Integrated EL Strategies Observed Using walkthrough tool by May 25 K-12th: 90%
CAASPP Math % of students Met/Exceeded on CAASPP Math (Priority 4A)	CDE CAASPP REPORTING SYSTEM 2019 CAASPP - Math All Students:24.32 SWDs: 13.92% SEDs: 23.09% Homeless: 3.33% ELs: 12.54%	CDE CAASPP REPORTING SYSTEM 2020-21 CAASPP - Math All-12.05% SWD-12.51% SED-11.13% Homeless-10.14% ELs-4.01%	CDE CAASPP REPORTING SYSTEM 2021-22 CAASPP - Math All- 17.52% SWD- 4.15% SED- 15.96% Homeless- 8.92% ELs- 5.70%	CDE CAASPP REPORTING SYSTEM 2022-23 CAASPP - Math All- 18.92% SWD- 1.69% SED- 17.76% Homeless- 9.67% ELs- 8.92%	CDE CAASPP REPORTING SYSTEM CAASPP All Students: 40% SWDs: 25% SEDs: 40% Homeless: 25% ELs: 25%
CAASPP ELA % of student Met/Exceeded on CAASPP ELA (Priority 4A)	CDE CAASPP REPORTING SYSTEM 2019 CAASPP - ELA All Students: 32.36% SWDs: 15.82% SEDs: 30.77%	CDE CAASPP REPORTING SYSTEM 2020-21 CAASPP - ELA All-26.17% SWD-13.04%	CDE CAASPP REPORTING SYSTEM 2021-22 CAASPP - ELA All- 33.46% SWD- 8.24%	CDE CAASPP REPORTING SYSTEM 2022-23 CAASPP - ELA All- 30.53% SWD- 5.08%	CDE CAASPP REPORTING SYSTEM CAASPP All Students: 50% SWDs: 30% SEDs: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 17.24% ELs: 12.04%	SED-24.70% Homeless-14.60% ELs-5.56%	SED- 31.67% Homeless- 21.82% ELs- 9.51%	SED- 28.66% Homeless- 15.74% ELs- 8.73%	Homeless: 35% ELs: 25%
CAST (CA Science Test) % of students Met/Exceeded on CAST (Priority 4A)	CDE CAASPP REPORTING SYSTEM 2019 CAASPP - Science 5th Grade: 11.84% 8th Grade: 5.32% 11th Grade: 13.84% 12th Grade: 5.02%	CDE CAASPP REPORTING SYSTEM 2020-21 CAASPP - Science 5th Grade: 8.23% 8th Grade: 4.88% 10th Grade: 3.21% 11th Grade: 12.11% 12th Grade: 11.97%	CDE CAASPP REPORTING SYSTEM 2021-22 CAASPP - Science All- 14.47% SWD- 1.54% SED- 13.89% Homeless- 12.07% ELs- 0.52%	CDE CAASPP REPORTING SYSTEM 2022-23 CAASPP - Science 5th Grade: 17% 8th Grade: 11.76% 10th Grade: n/a 11th Grade: 15.79% 12th Grade: 13.16%	CDE CAASPP REPORTING SYSTEM CAST 5th Grade: 25% 8th Grade: 25% High School: 25%
A to G % of students completing A to G requirements (Priority 4B)	College/Career Measures Report 2020 % Met A to G requirement 67.7%	College/Career Measures Report 2021 % Met A to G requirement 37.7%	College/Career Measures Report 2022 % Met A to G requirement 36%	College/Career Measures Report 2023 % Met A to G requirement 35.1%	College/Career Measures Report % Met A to G requirement 75%
CTE % of students completing CTE pathway (Priority 4C)	College/Career Measures Report % Met CTE Pathway Completion 29.3%	College/Career Measures Report 2021 % Met CTE Pathway Completion 10.9%	College/Career Measures Report 2022 % Met CTE Pathway Completion 6.1%	College/Career Measures Report 2023 % Met CTE Pathway Completion 15.5%	College/Career Measures Report % Met CTE Pathway Completion 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A to G & CTE % of students who have successfully completed A/G and one CTE (Priority 4D)	College/Career Measures Report % Completed Combined Cohort 39.9%	College/Career Measures Report 2021 % Completed Combined Cohort 4.9%	College/Career Measures Report 2022 % Completed Combined Cohort 6.1%	College/Career Measures Report 2023 % Completed Combined Cohort 4.8%	College/Career Measures Report % Completed Combined Cohort 60%
EL Progress % of students making progress in English proficiency (Priority 4E)	CA Dashboard 2019 EL Progress K-12th Grade: 51.60% making progress towards English language proficiency	CA DASHBOARD DATA NOT AVAILABLE 2021 ELPI K-12th Grade: 24.03% from Alternate Data Source: KIDS	CA Dashboard 2022 EL Progress K-12th Grade: 55.9% making progress towards English language proficiency 2022 ELPI K-12th Grade: 57.83% from Alternate Data Source: KIDS	CA Dashboard 2023 EL Progress K-12th Grade: 47.9% making progress towards English language proficiency 2024 ELPI K-12th Grade: 49.60% from Alternate Data Source: KIDS as of 5/31/2024	CA Dashboard EL Progress 80%
EL Reclassification % of student reclassifying (Priority 4F)	Internal Measure May 2021 EL Reclassification Rate K-12th Grade: 15.30%	Data Source: KIDS May 2022 EL Reclassification Rate K-12th Grade: 5.48%	Data Source: KIDS May 2023 EL Reclassification Rate K-12th Grade: 9.59%	Data Source: KIDS EL Reclassification Rate K-12th Grade: 12.68% as of 5/31/2024	Internal Measure May EL Reclassification Rate 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam % of pupils scoring 3+ (Priority 4G)	Dataquest 19/20 Score of 3+: 64.3%	College/Career Measures Only Report & Data - 2021 3+: 8.6%	College/Career Measures Only Report & Data - 2022 3+: 3.1%	College/Career Measures Only Report & Data - 2023 AP EXAM 3+: 0%	Dataquest 70%
EAP % of pupils demonstrating preparedness (Priority 4H)	College/Career Measures Report Smarter Balance Assessment Indicator 2019: 40% 2020: 32.3%	NO NEW DATA AVAILABLE DUE TO COVID College/Career Measures Report Smarter Balance Assessment Indicator 2019: 40% 2020: 32.3%	NO NEW DATA AVAILABLE College/Career Measures Report Smarter Balance Assessment Indicator 2019: 40% 2020: 32.3%	NO NEW DATA AVAILABLE College/Career Measures Report Smarter Balance Assessment Indicator 2019: 40% 2020: 32.3%	College/Career Measures Report Smarter Balance Assessment Indicator 40%
All students will have access to a Broad Course of Study EC 51210 & 51220(a) as measured by master schedules. (Priority 7A)	Internal Measure of programs, master schedules, and integrated services offered as of May 25: Broad Course of Study 100%	Broad Course of Study 100%	Internal Measure of programs, master schedules, and integrated services offered as of May 30: Broad Course of Study 100%	Internal Measure of programs, master schedules, and integrated services offered as of May 31, 2024: Broad Course of Study 100%	Internal Measure of programs, master schedules, and integrated services offered as of May 25 Broad Course of Study 100%
English Learners, low- socio economic, foster	Internal Measure of programs, master	Availability of Integrated Services	Internal Measure of programs, master	Internal Measure of programs, master	Internal Measure of programs, master

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
youth, and homeless students have access to programs and services to meet their needs as measured by enrollment in programs, master schedules, and integrated services offered. (Priority 7B)	schedules, and integrated services offered as of May 25: Availability of Integrated Services 100%	100%	schedules, and integrated services offered as of May 30: Availability of Integrated Services 100%	schedules, and integrated services offered as of May 31, 2024: Availability of Integrated Services 100%	schedules, and integrated services offered as of May 25: Availability of Integrated Services 100%
Students with exceptional needs have access and are enrolled in programs and services as measured by enrollment in programs, master schedules, and integrated services offered. (Priority 7C)	Internal Measure of programs, master schedules, and integrated services offered as of May 25: Exceptional Needs Services 100%	Exceptional Needs Services 100%	Internal Measure of programs, master schedules, and integrated services offered as of May 30: Exceptional Needs Services 100%	Internal Measure of programs, master schedules, and integrated services offered as of May 31, 2024: Exceptional Needs Services 100%	Internal Measure of programs, master schedules, and integrated services offered as of May 25: Exceptional Needs Services 100%
STAR READING - % of students scoring at the 50%ile or higher (Priority 8)	May 2021 STAR Reading % of students scoring at the 50%ile or higher 3-6 ALL: 18% 3-6 SWDs: 4% 3-6 SED: 18%	May 2022 STAR Reading % of students scoring at the 50%ile or higher 3-6 ALL: 21% 3-6 SWDs: 4% 3-6 SED: 19%	May 2023 STAR Reading % of students scoring at the 50%ile or higher 3-6 ALL: 21% 3-6 SWDs: 4% 3-6 SED: 17%	May 2024 STAR Reading % of students scoring at the 50%ile or higher 3-6 ALL: 22% 3-6 SWDs: 5% 3-6 SED: 19%	STAR Reading 3-6 ALL: 60% 3-6 SWDs: 25% 3-6 SED: 60% 3-6 Homeless: 25% 3-6 EL: 50% 7-12 ALL: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3-6 Homeless: 7% 3-6 EL: 4% 7-12 ALL: 9% 7-12 SWDs: 5% 7-12 SED: 9% 7-12 Homeless: 0% 7-12 EL: 0%	3-6 Homeless: Data not available 3-6 EL: 5% 7-12 ALL: 10% 7-12 SWDs: 3% 7-12 SED: 8% 7-12 Homeless: Data not available 7-12 EL: 2%	3-6 Homeless: 7% 3-6 EL: 7% 7-12 ALL: 11% 7-12 SWDs: 2% 7-12 SED: 9% 7-12 Homeless: 2% 7-12 EL: 2%	3-6 Homeless: 11% 3-6 EL: 7% 7-12 ALL: 13% 7-12 SWDs: 4% 7-12 SED: 12% 7-12 Homeless: 3% 7-12 EL: 3%	7-12 SWDs: 25% 7-12 SED: 50% 7-12 Homeless: 35% 7-12 EL: 40%
STAR MATH % of students scoring at the 50%ile or higher (Priority 8)	May 2021 STAR Math % of students scoring at the 50%ile or higher 3-6 ALL: 21% 3-6 SWDs: 9% 3-6 SED: 21% 3-6 Homeless: 9% 3-6 EL: 8% 7-12 ALL: 26% 7-12 SWDs: 10% 7-12 SED: 26% 7-12 Homeless: 19% 7-12 EL: 7%	May 2022 STAR Math % of students scoring at the 50%ile or higher 3-6 ALL: 31% 3-6 SWDs: 9% 3-6 SED: 28% 3-6 Homeless: Data not available 3-6 EL: 20% 7-12 ALL: 24% 7-12 SWDs: 7% 7-12 SED: 20% 7-12 Homeless: Data not available 7-12 EL: 3%	May 2023 STAR Math % of students scoring at the 50%ile or higher 3-6 ALL: 33% 3-6 SWDs: 6% 3-6 SED: 28% 3-6 Homeless: 14% 3-6 EL: 23% 7-12 ALL: 29% 7-12 SWDs: 10% 7-12 SED: 27% 7-12 Homeless: 15% 7-12 EL: 9%	May 2024 STAR Math % of students scoring at the 50%ile or higher 3-6 ALL: 22% 3-6 SWDs: 5% 3-6 SED: 18% 3-6 Homeless: 11% 3-6 EL: 7% 7-12 ALL: 29% 7-12 SWDs: 7% 7-12 SED: 27% 7-12 Homeless: 15% 7-12 EL: 6%	STAR Math 3-6 ALL: 60% 3-6 SWDs: 25% 3-6 SED: 60% 3-6 Homeless: 25% 3-6 EL: 50% 7-12 ALL: 50% 7-12 SWDs: 25% 7-12 SED: 50% 7-12 Homeless: 25% 7-12 EL: 40%
CAASPP Math	2019 CAASPP Math	NO DASHBOARD	2022 CAASPP Math	2023 CAASPP Math	CAASPP Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance From Standard (Priority 4A)	<p>From CA School Dashboard</p> <p>ALL 73.9 below standard ELs 88.7 below standard Homeless 84 below standard SWDs 140.5 below standard Hispanic 74.7 below standard SEDs 76.1 below standard</p>		<p>From CA School Dashboard</p> <p>ALL 89.2 below standard ELs 103.7 below standard Homeless 112 below standard SWDs 160.7 below standard Hispanic 89.9 below standard SEDs 93 below standard</p>	<p>From CA School Dashboard</p> <p>ALL 87.7 below standard ELs 101.8 below standard Homeless 115.6 below standard SWDs 163.3 below standard Hispanic 88.1 below standard SEDs 91.7 below standard</p>	<p>From CA School Dashboard</p> <p>ALL 68 below standard ELs 85 below standard Homeless 105 below standard SWDs 135 below standard Hispanic 72 below standard SEDs 72 below standard</p>
CAASPP ELA Distance From Standard (Priority 4A)	<p>2019 CAASPP ELA From CA School Dashboard</p> <p>ALL 48.8 below standard ELs 65.5 below standard Homeless 61.9 below standard SWDs 114.4 below standard Hispanic 49.5 below standard SEDs 51.5 below standard</p>	NO DASHBOARD	<p>2022 CAASPP ELA From CA School Dashboard</p> <p>ALL 48.7 below standard ELs 76.2 below standard Homeless 79.4 below standard SWDs 134.3 below standard Hispanic 48.8 below standard SEDs 53.4 below standard</p>	<p>2023 CAASPP ELA From CA School Dashboard</p> <p>ALL 53.6 below standard ELs 78.1 below standard Homeless 90.3 below standard SWDs 128.1 below standard Hispanic 54.3 below standard SEDs 57.8 below standard</p>	<p>CAASPP ELA From CA School Dashboard</p> <p>ALL 46 below standard ELs 63 below standard Homeless 60 below standard SWDs 112 below standard Hispanic 47 below standard SEDs 50 below standard</p>

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.

After thoroughly reviewing the actions in Goal 1, we found that most actions were implemented as intended. We have found increased participation and offerings through our Expanded Learning Opportunities (Goal 1.12), with the most popular programs being cooking classes and sports. We have continued improving and strengthening our PLCs (Action 1.9), with each site meeting monthly with an external coach and PLC teams meeting between coaching visits. McFarland boasts a thriving Early College and was recently recognized for its success (Goal 1.8). All new and non-credentialed teachers were paired with an internal they could turn to for support (Actions 1.1 and 1.2). We have improved our outreach and support of our homeless students (Action 1.7) by providing transportation to and from school, supplies, and clothing as needed. We continue to provide various support staff (Action 1.3), 1:1 devices, free internet access (Action 1.5), and smaller class sizes(1.10) to ensure our students can access 21st-century learning platforms and environments. Our efforts at registering TK and Kindergarten students and providing them with school supplies (Action 1.10) have resulted in more registrations in the Spring compared to previous years, allowing us to better plan for the fall. We have faced some challenges, mainly due to positions remaining vacant. We no longer have a district ELD Coach (Action 1.6), affecting our ELD implementation. We intended to start an early adoption of a new math curriculum (Action 1.4) but found most publishers were not ready with the changes to the math framework. Demand for summer school (1.11) has been low, resulting in us not offering summer school to the extent we originally planned. Finally, our library modernization project (1.13) has moved along much slower than anticipated, with initial meetings with architects happening this Spring.

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.

There were some material differences between our planned and estimated expenditures for Improved Services during 2023-24. The following contributing actions found substantial differences

Action 1.2: Four of our six principals were new to their assignments this year. We opted to provide additional training and support to these individuals, which was not part of the original plan.

Action 1.3: This year, several positions were left vacant, accounting for the difference.

Action 1.4: We could not adopt a math program early, accounting for the difference.

Action 1.6: Due to restrictions in other funds, our EL Resource teacher stipends were reincorporated into this action, making up the difference.

Action 1.7 The difference is due to two things: 1) We only found two students who wanted to join our work program while we budgeted for 40, and 2) the vans we budgeted for cost much less than anticipated.

Action 1.9 A portion of our previous year's contract for PLC coaching was charged to this year's budget as the invoice came in too late to process for the previous year.

Action 1.10 With declining enrollment, we had several more teachers than needed that weren't initially budgeted for.

Action 1.11 We still had supplies left over from the previous year that we could use, so we did not spend as much as expected.

Action 1.12 We had several million dollars in one-time funds (ESSER, ELO, etc..) that had to be spent before deadlines. We added 12 classrooms across the district to be dedicated solely to our Expanded Learning Program.

Action 1.13 The library modernization project was delayed.

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

After a review of our metrics and actions, we found many successes in the effectiveness of our efforts. Actions 1.1 and 1.2 were effective because we had 86% fully credentialed teachers, up from only 74% two years ago, and 98% were appropriately assigned. Additionally, all non-tenured and not fully credentialed teachers are paired with a mentor for the year. Actions 1.3, 1.4, and 1.5 have been effective because we have maintained a 1 to 1 Chromebook ratio, all students have access to programs and services, and all students have access to a Broad Course of Study EC 51210 & 51220(a). Action 1.8 has been determined to be somewhat effective. While we didn't achieve our goal of 51% of students completing a pathway, there was an increase of 10.9 percentage points since 2021. We have found greater collaboration within our PLCs (Action 1.9); thus, we believe this has been an integral part of our increase from 77% to 83% of clear CCSS Objectives observed during classroom walkthroughs. Keeping our class sizes lower (Action 1.10) has been somewhat effective in the gains in ELA and math scores for unduplicated students. We did not achieve our three-year outcome for star reading for all grade students. We did see an improvement for our 7 through 12 grade socio-economically disadvantaged students, who improved from 8% scoring at 50th% higher in 2022 to 12% scoring at this level in 2024. English learners in grades three through six improved from 4% scoring at the 50th percentile or higher in 2021 to 7% scoring level in 2024. In CAASPP ELA, SED students also had about 4% increase in the percentage of students scoring at the exceeded level. Both EL and SED students demonstrated similar improvements in math. EL students had an increase of almost 5% of the students scoring at the metric level from 2021-22 to 2022-23. SED students had an increase of about 7%, scoring at the meeting or exceeding level during the same timeframe. Finally, we believe that Action 1.7 has proven somewhat effective as we have seen some growth in our homeless STAR scores (3rd-6th STAR Reading 7% to 11% and 8.92 to 9.67% in CAASPP Math) but did not see growth in our distance from the standard for CAASPP math (112 below standard in 2022 to -115.6 in 2023) or ELA (79.4 below standard in 2022 to -90.3 in 2023).

Our review also uncovered some areas where we do not believe we are effective, but we could modify slightly to increase effectiveness. We do not believe that Action 1.6 has been effective, as our EL reclassification rate has remained nearly the same, and our EL Progress indicator has declined. It is difficult to fully evaluate this action due to the challenges of filling the vacant ELD Coach position. Our district continues to provide school supplies, reading books, and educational materials to registering kindergarten students (Action 1.11). While we believe this strategy is effective because the Kindergarten Early Literacy Score has improved from 24% proficient to 68% from 2021 to 2023, this action should have been included in Goal 2 rather than Goal 1 because the relevant kindergarten metrics are included. Finally, we did not offer summer school (Action 1.12) to the scope we originally planned for due to a lack of demand, most likely due to burnout. During the 2024 summer, we are trying something different to increase participation. Nonetheless, we believe summer school is important in closing achievement gaps.

1.13 was not implemented at all, thus making it impossible to measure effectiveness.

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.

After our comprehensive review of our LCAP, we determined that a few changes were needed for Goal 1. First, Action 1.11 is a more appropriate match to improve literacy in our primary grades. As a result, it will be moved to Goal 2. As noted earlier, Action 1.13 was delayed, but we intend to implement this action in 2024-25. We realize our EL data is not impressive and need to increase our attention to Action 1.6. Therefore, a comprehensive professional development plan has been developed and will be implemented in 2024-25 in all three elementary schools. We will no longer employ an ELD Coach and will rely upon a consultant approach going forward. Finally, our Summer School for 2024 (Action 1.12) will be held in July instead of our traditional June offering, hoping to give kids a "jump start" on the new school year. We believe the local metrics we are measuring are the correct metrics and do not see a need to change them, but instead continue to train and encourage our staff to use the metrics to focus their instruction, which should, ideally, occur through our PLC efforts (Action 1.9). Several additional metrics have been incorporated to enhance the monitoring of actions' effectiveness within Goal 1, specifically focusing on priority 2A: Implementation of Standards. These metrics have been introduced to provide a more comprehensive assessment of progress and outcomes related to the adoption and integration of educational 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.

Goals and Actions

Goal

Goal #	Description
2	All MUSD students will read at grade level by the end of 2nd grade by 2023 as measured by STAR and ACADIENCE

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS/ACADIENCE (EOY) (Priority 8)	% of students At/Above Benchmark May 2019 Kindergarten: 62% 1st Grade: 47% 2nd Grade: 48%	% of students At/Above Benchmark May 2022 Kindergarten: 46% 1st Grade: 44% 2nd Grade: 38%	% of students At/Above Benchmark May 2023 Kindergarten: 63% 1st Grade: 45% 2nd Grade: 48%	% of students At/Above Benchmark May 2024 Kindergarten: 60% 1st Grade: 49% 2nd Grade: 48%	% of students At/Above Benchmark as of May: Kindergarten: 90% 1st Grade: 95% 2nd Grade: 99%
STAR EARLY LITERACY (Q1) (Priority 8)	% of students at or above the 50%ile October 2020 1st Grade: 35.70%	% of students at or above the 50%ile October 2021 1st Grade: 18.4%	% of students at or above the 50%ile October 2022 1st Grade: 35.5%	% of students at or above the 50%ile October 2023 1st Grade: 30.2%	% of students at or above the 50%ile as of October: 1st Grade: 95%
STAR EARLY LITERACY (EOY) (Priority 8)	% of students at or above the 50%ile May 2021 Kindergarten: 24%	% of students at or above the 50%ile May 2022 Kindergarten: 45%	% of students at or above the 50%ile May 2023 Kindergarten: 68%	% of students at or above the 50%ile Kindergarten: 60% as of May 2024	% of students at or above the 50%ile as of May: Kindergarten: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR READING (EOY) (Priority 8)	% of students at or above the 50%ile May 2021 1st Grade: 31% 2nd Grade: 29%	% of students at or above the 50%ile May 2022 1st Grade: 39.8% 2nd Grade: 23%	% of students at or above the 50%ile May 2023 1st Grade: 41% 2nd Grade: 32%	% of students at or above the 50%ile As of May 2024 1st Grade: 38% 2nd Grade: 27%	% of students at or above the 50%ile as of May: 1st Grade: 95% Kindergarten: 99%
Writing Benchmarks (Priority 8)	Baseline will be measured in 2022-23	N/A	% of students w/ 3+ on EOY BM K: 35.26% 1: 46.46% 2: 11.56%	% of students w/ 3+ on EOY BM As of May 2024 K: 39.42% 1: 53.23% 2: 29.87%	% of students scoring proficient or better: Kindergarten: 70% 1st Grade: 65% 2nd Grade: 50%

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.

After a thorough review of the actions in Goal 2, we found that the actions were implemented as intended. Training/Professional Development (Action 2.1) was provided as intended. All K-3 teachers have completed LETRS, a science of Reading, professional development. All elementary sites have a tier 2 intervention system implemented for literacy (Response to Intervention (Action 2.2)). All TK and Kindergarten students received Learning Dynamics supplemental phonics instruction (Action 2.3).

We recognized a success in our intervention efforts. As we looked over the data, we noticed that the # of 3rd-grade students identified for intervention was nearly half the number when the student cohort was in 1st grade. Additionally, we noticed in our current second grade nearly a 405 reduction for the cohort from Kindergarten to 2nd grade. While we are happy with those successes, we recognize there is plenty of room for improvement. The biggest challenges we have as a district when it comes to Goal 2 are:

- 1) a large need to improve vocabulary and academic language for all students, especially ELs,
- 2) the turnover rate of the instructional aides that are tasked with supporting this goal,
- 3) consistent expectations and short-term monitoring are no in place.

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.

None of the three actions in Goal 2 were considered contributing to Increased/Improved Services for unduplicated students. Nonetheless, for Action 2.3 we over-budgeted because we had planned to purchase a 2nd supplemental program, but after discussion it was decided not to do so.

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

We believe Goal 2 Actions 1, 2, and 3 work together and have been effective because our STAR Reading scores in 1st grade were 29% in 2021 and were at 32% in 2023. Furthermore, our STAR Early Literacy scores went from 24% to 68% in the same time frame have been somewhat effective because while we did not achieve our desired 3 year outcome, we saw improvement from the baseline year to Year 3 in several grades. Other internal data that were not collected as part of the LCAP also indicate positive gains in our intervention groups as discussed in 1st prompt as a success. In all, we believe these actions collectively, are helping us move towards positive gains in this goal.

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.

After reflecting upon the actions, metrics, and desired outcomes in Goal 2, we decided to move Action 1.11 to Goal 2. Furthermore, we will reduce the amount budgeted in Actions 2.2 and 2.3, but continue to implement them. No other changes are planned.

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	MUSD will ensure all students, parents and community members feel welcomed, involved, and engaged in their educational experience

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Input Meetings -Maintain/Increase offerings (Priority 3A)	LCAP Input Meetings Agendas/Minutes (EOY) by May 25 3	LCAP Input Meetings 6	LCAP Input Meetings 6	LCAP Input Meetings 8 as of May 31, 2024	LCAP Input Meetings Agendas/Minutes (EOY) by May 25 3+ Meetings held
LCAP Survey Participation: Increase Parent Responses (Priority 3A)	LCAP Survey Participation Compiled in March 242 Parents	LCAP Survey Participation Compiled in March 54 Parents	LCAP Survey Participation Compiled in March 187 Parents	LCAP Survey Participation Compiled in March 2024 207 Parents	LCAP Survey Participation Compiled in March 300+ surveys returned
DELAC Meetings (Priority 3A)	DELAC Meetings Agendas/Minutes By May 25 4	2 Meetings	3 meetings	4 Meetings as of May 31, 2024	DELAC Meetings Agendas/Minutes By May 25 4+ Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent University Classes - Maintain/Increase offerings of classes (Priority 3B)	# Classes held By May 25 3	3 Classes held as of May 20, 2022 2 more planned for June	1 Parent Project Class as of May 2023	2 Parent Project Classes as of May 6, 2024	# Classes held By May 25 3+ classes
Advanced Notice of IEP Meetings for parents (Priority 3C)	Advanced Notice of IEP Meetings for parents Student Services Report as of May 25: 100%	Advanced Notice of IEP Meetings for parents Student Services Report as of May 20: 100%	Advanced Notice of IEP Meetings for parents Student Services Report as of May 30: 100%	Advanced Notice of IEP Meetings for parents Student Services Report as of May 20, 2024: 100%	Advanced Notice of IEP Meetings for parents Student Services Report as of May 25: 100%
Parents able to reschedule IEP Meetings to meet their needs (Priority 3C)	Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 25: 100%	Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 20: 100%	Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 30: 100%	Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 20, 2024: 100%	Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 25: 100%
Attendance Rates (Priority 5A)	Attendance Rates Student Information System (KIDS) as of May 25:	Attendance Rates Student Information System (KIDS) as of May 20, 2022:	Attendance Rates Student Information System (KIDS) as of May 30, 2023:	Attendance Rates Student Information System (KIDS) as of May 20, 2024:	Attendance Rates Student Information System (KIDS) as of May 25:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students: 94.71%	All Students: 93.69%	All Students: 93.72%	95.35%	97.0%
Drop Out Rate: Middle School (Priority 5C)	Drop Out Rate: Middle School CALPADS 8.1c as of May 25: 0%	Drop Out Rate: Middle School CALPADS 8.1c as of May 2022: Less than 1%	Drop Out Rate: Middle School CALPADS 8.1c as of May 2023: 0%	Drop Out Rate: Middle School CALPADS 8.1c as of May 21, 2024 Less than 1%	Drop Out Rate: Middle School CALPADS 8.1c as of May 25: 0%
Drop Out Rate: High School (Priority 5D)	Drop Out Rate: High School CALPADS 8.1c as of May 25: End of Year .01%	Drop Out Rate: High School CALPADS 8.1c as of May 2022: 7.7%	Drop Out Rate: High School CALPADS 8.1c as of May 2023: 1%	Drop Out Rate: High School CALPADS 8.1c as of May 21, 2024 1%	Drop Out Rate: High School CALPADS 8.1c as of May 25: .01%
High School Graduation Rate (Priority 5E)	Graduation Rates 2019 CA School Dashboard All: 97.7% SEDs: 98.0% ELs: 97.9% Homeless: 92.9% SWDs: 96.2%	Graduation Rates 2021 CA School Dashboard All: 89.5% SEDs: 89.2% ELs: 86.5% Homeless: 70.8% SWDs: 83.3%	Graduation Rates 2022 CA School Dashboard All: 96.9% SEDs: 96.9% ELs: 96.4% Homeless: 88.9% SWDs: 96.9%	Graduation Rates 2023 CA School Dashboard All: 94.5% SEDs: 94.1% ELs: 94.7% Homeless: 97.5% SWDs: 92.9%	Graduation Rates CA School Dashboard All: 98% SEDs: 98% ELs: 98% Homeless: 95% SWDs: 98%
Suspension Rates (Priority 6A)	Suspension Rates	Suspension Rates	Suspension Rates	Suspension Rates	Suspension Rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Student Information System (KIDS) as of May 25:</p> <p>All Students: .06% ELs: .03% SED: .06% Homeless: 0.0% SWDs: .03%</p>	<p>Student Information System (KIDS) as of May 20,2022:</p> <p>All Students: 2.77% ELs: 3.25% SED: 2.81% Homeless: 3.13% SWDs: 4.19%</p>	<p>Student Information System (KIDS) as of May 30,2023:</p> <p>All Students: 2.58% ELs: 2.61% SED: 2.75% Homeless: 3.64% SWDs: 4.03%</p>	<p>Student Information System (KIDS) as of May 6, 2024:</p> <p>All students 2.19% ELs: 1.71% SED: 2.33% Homeless: 2.89% SWDs: 5.76%</p>	<p>Student Information System (KIDS) as of May 25:</p> <p>All Students: 2% ELs: 2% SED: 2% Homeless: 2% SWDs: 2%</p>
Expulsion Rates (Priority 6B)	<p>Expulsion Rates</p> <p>Dataquest as of May 25:</p> <p>18/19 All Students 0.16% 19/20 All Students 0.0%</p>	<p>Expulsion Rates</p> <p>Dataquest as of May 25:</p> <p>2020/21 All Students 0.0%</p>	<p>Expulsion Rates</p> <p>Dataquest as of May 30:</p> <p>2021/22 All Students 0.1%</p>	<p>Dataquest as of May 6, 2024:</p> <p>2022/23 All Students 0%</p>	<p>Expulsion Rates</p> <p>Dataquest as of May 25:</p> <p>All Students: .05%</p>
Student Survey: I look forward to coming to school most days (Priority 6C)	<p>LCAP Survey - Compiled in March</p> <p>66.7%</p>	<p>LCAP Survey</p> <p>67.7% Agreed</p>	<p>LCAP Survey</p> <p>49.3% Agreed</p>	<p>LCAP Survey Compiled in March 2024</p> <p>55% Agreed</p>	<p>LCAP Survey - Compiled in March</p> <p>Student Survey: 90%</p>
Parent Survey: My child looks forward to coming to school most days (Priority 6C)	<p>LCAP Survey - Compiled in March</p> <p>78.30%</p>	<p>LCAP Survey</p> <p>83% Agreed</p>	<p>LCAP Survey</p> <p>82.89% Agreed</p>	<p>LCAP Survey Compiled in March 2024</p> <p>79.7% Agreed</p>	<p>LCAP Survey - Compiled in March</p> <p>Parent Survey: 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey: The school is welcoming and wants me there (Priority 6C)	LCAP Survey - Compiled in March 95%	LCAP Survey 90% Agreed	LCAP Survey 83.9% Agreed	LCAP Survey Compiled in March 2024 64% Agreed	LCAP Survey - Compiled in March Student Survey: 98%
Parent Survey: The school is welcoming and wants my child there (Priority 6C)	LCAP Survey - Compiled in March 95.5%	LCAP Survey 100% Agreed	LCAP Survey 92.51% Agreed	LCAP Survey Compiled in March 2024 91.8% Agreed	LCAP Survey - Compiled in March Parent Survey: 98%
Student Survey: Teachers make time to discuss grades, academic successes, or areas for improvement with their students and families. (Priority 6C)	LCAP Survey - Compiled in March 58.30%	LCAP Survey 75.6% Agreed	LCAP Survey 55.6% Agreed	LCAP Survey Compiled in March 2024 80.6% Agreed	LCAP Survey - Compiled in March Student Survey: 90%
Parent Survey: Teachers make time to discuss grades, academic successes, or areas for improvement with their students and families. (Priority 6C)	LCAP Survey - Compiled in March 86.50%	LCAP Survey 72% Agreed	LCAP Survey 78.07% Agreed	LCAP Survey Compiled in March 2024 73.5% Agreed	LCAP Survey - Compiled in March Parent Survey: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey: I feel I am part of the school (Priority 6C)	LCAP Survey - Compiled in March 83.90%	LCAP Survey 80% Agreed	LCAP Survey 75.5% Agreed	LCAP Survey Compiled in March 2024 This question was inadvertently omitted from the 23/24 survey.	LCAP Survey - Compiled in March Student Survey: 95%
Tardies Per Pupil (Elementary) (Priority 8)	Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 25: 3.85/student	Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 25: 4.95/student	Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 30: 5.60/student	Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 6: 4.58/student	Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 25: Under 3 per student
Early Outs Per Pupil (Elementary) (Priority 8)	Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 25: 3.45/student	Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 25: 4.10/student	Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 30: 4.14/student	Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 6: 3.75/student	Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 25: Under 3 per student

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.

After reviewing the actions in Goal 3 we determined the implementation status of the actions in Goal 3 to be highly effective. All sites have bilingual office staff to support our non-English speaking families (Action 3.1), our sites plan and provide multiple family nights (Action 3.2), and our elementary schools all have fab labs and maker spaces (Action 3.3). In addition, our K-12 sports (Action 3.5) and performing arts (Action 3.4) programs are fully implemented now. Our district uses a variety of ways to communicate with parents (Action 3.6) and our parent participation activities (Action 3.8) and community participation (Action 3.11) are all implemented fully. We intended to train people (Action 3.7) as necessary and that occurred as planned. Our FRC (Action 3.9) continues to provide valuable support and services to the community. 2 of our 3 elementary sites are applying for state PBIS recognition (Action 3.10). We have found many successes in Goal 3. Students at BRSA successfully created gifts for visiting diplomats from Mexico in their Fablab (Action 3.3). Our High School robotics team (Action 3.3) were state champions and quarterfinalists at the World Championships. Our high school and junior high school bands (Action 3.4) have won several recognitions and awards for their performances. Our elementary sports program (Action 3.5) provided boys and girls a chance to play 6 different sports over the year, where all who signed up got to play. Several of our schools won awards at the Christmas and Cinco de Mayo parades (Action 3.11) for their entries. One challenge we are facing is with our FRC (Action 3.9) funding creating the need to supplement the costs with other funding. Another challenge we continue to encounter is accurately predicting our training costs (Action 3.7).

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.

There were some material differences between budgeted and actual expenditures for improved services. Goal 3 Action 5 saw about \$200,000 more spent than budgeted. We found that the costs of sports programs continue to rise. Salaries increased by nearly 5% this year and the cost of goods continues to rise. These are the primary reasons for the overage. Goal 3 Action 9 had a significant overage on what was spent compared to what was budgeted. The FRC was not fully funded through the grant that has been its main source of revenue. Therefore, we opted to increase the support for the program through the LCAP to account for the difference. Goal 3 Action 11 had nearly double the amount spent compared to what was budgeted. We were able to increase our participation in community events such as the McFarland Christmas Parade and Cinco Day Mayo Festival with all schools being represented in both.

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

3.1, 3.2, 3.6, 3.7, 3.8, 3.9, and 3.10 are all connected to parent engagement. We believe these actions are proving to be effective as the participation rates have been increasing. The number of LCAP Input Meetings increased from a baseline of 3 to 8. Parent participation in our annual LCAP survey saw a significant drop-off in year one to 54 parents and has recovered to 207 this year. After much turnover, we have stabilized our DELAC team and met the goal of 4+ meetings in a year with a complete leadership group in attendance.

We believe actions 3.3, 3.4, and 3.5 are effective and heavily contribute to our low dropout and suspension rates. For suspensions, our goal was 2% for the following groups: all students, ELs, SED, Homeless, and SWDs. Other than the SWD group, our percentages are all very close to the goal we set: all students (2.19%), ELs (1.71%), SED (2.33%), Homeless (2.89%), and SWDs (5.76%). In addition, our students agreed with the survey item, "Teachers make time to discuss grades, academic successes, or areas for improvement with their students and families grew to 80.6% from 58.30% in our baseline year. Furthermore, our drop-out rates remain very low (at or below 1% most years).

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.

We realize how connected family, community, and student engagement is to attendance. Our 5th Goal (Focus Goal for Chronic Absenteeism) will be incorporated into Goal 3 going forward.

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	MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities rated "Good" on most recent "FIT" (Priority 1C)	Fall FIT Report 100%	Fall FIT Report 100%	Fall FIT Report 100%	Fall FIT Report 100%	LCAP Survey - Compiled in March 100%
Student Survey: The school is a positive place to be (Priority 6C)	LCAP Survey - Compiled in March 87.10%	LCAP Survey 65.6% Agreed	LCAP Survey 68.8% Agreed	LCAP Survey 62.5% Agreed	LCAP Survey - Compiled in March 98%
Parent Survey: The school is a positive place to be (Priority 6C)	LCAP Survey - Compiled in March 94.60%	LCAP Survey 100% Agreed	LCAP Survey 90.91% Agreed	LCAP Survey 87.9% Agreed	LCAP Survey - Compiled in March 98%
Staff Survey: The school is a positive place to be (Priority 6C)	LCAP Survey - Compiled in March 100%	LCAP Survey 96.4% Agreed	LCAP Survey 93.1% Agreed	LCAP Survey 97.7% Agreed	LCAP Survey - Compiled in March 100%
Student Survey: The campus is safe (Priority 6C)	LCAP Survey - Compiled in March 91.30%	LCAP Survey 85.6% Agreed	LCAP Survey 74.1% Agreed	LCAP Survey 63.6% Agreed	LCAP Survey - Compiled in March 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: The campus is safe (Priority 6C)	LCAP Survey - Compiled in March 96.40%	LCAP Survey 86.2% Agreed	LCAP Survey 87.17% Agreed	LCAP Survey 90.4% Agreed	LCAP Survey - Compiled in March 98%
Staff Survey: The campus is safe (Priority 6C)	LCAP Survey - Compiled in March 99.0%	LCAP Survey 92.7% Agreed	LCAP Survey 90.4% Agreed	LCAP Survey 94.1% Agreed	LCAP Survey - Compiled in March 99%
Student Survey: Students that responded "I feel safe at school" (Priority 6C)	LCAP Survey - Compiled in March 86.50%	LCAP Survey 84.5% Agreed	LCAP Survey 76.9% Agreed	This question was inadvertently omitted on the 23/24	LCAP Survey - Compiled in March 98%

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.

In general Goal 4 was implemented as intended. However, we did see our Marriage and Family Therapist (Action 4.4) resign early on in the school year and the district opted not to fill the vacated position. Furthermore, our sites did not follow through on digital citizenship (Action 4.5) as they found it difficult to find a one-size-fits-all solution. The maintenance action (Action 4.3) was not a contributing action and the federal funds that were originally dedicated to this action were diverted to different projects.

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.

We spent significantly more money than originally planned on Actions 4.1 and 4.2. The difference can be attributed to an increase in personnel (Action 4.1) and additional yard aides were added to each elementary site (Action 4.1). Furthermore, by mid-year, we saw a nearly 5% increase in salaries (Action 4.1). With the additional employees came an increased need for training (Action 4.2). Furthermore, significantly less money was spent on Actions 4.4 and 4.5 because our Marriage and Family Therapist position (Action 4.4) was not filled

after the resignation, and the district did not find an adequate digital citizenship program (Action 4.5) to purchase to fit our needs. Finally, the difference in Action 4.3 was due to the district redirecting those federal dollars to other projects that could be completed before the deadline to spend those special monies.

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

In general, we believe that Goal 4 has been effective even though some of our metrics contradict each other. We believe that Actions 4.2 and 4.4 have been effective. We believe this because parents' perception of safety on our campuses has increased from 86.2% in year 1 to 90.4% in year 3 of parents agreeing that the campus is safe. Furthermore, staff perception increased from 92.7% agreeing to 94.1% agreeing that the campus is safe. Additionally, our staff perception of campus safety dipped from the baseline of 99% positive to 90% but is now at 94.1%. We believe 4.1 has been somewhat effective, but it can be more effective in the future. This is based on some student data, as previously mentioned, that contradicts much of the positive increases we see in staff and parents.

We also believe that Action 4.3 is effective because we continue to get a very high percentage on our FIT report each year.

We do not believe 4.5 & 4.6 have proven to be effective due to the discrepancy between student perception of safety (LCAP Survey 63.6% Agreed) and parent/staff perceptions of safety (LCAP Survey over 90% Agreed). Furthermore, the student perception has decreased significantly from our baseline.

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.

While our adults responded positively to most of the survey items, our students' results were mixed. One concern we have is that parents, staff, and students all declined in their agreement to the survey item, "The school is a positive place to be." As a result, we will increase support staff in Goal 4 Action 1 for 2024/25 to include 7 Student Intervention Mediators and 5 Trauma Counselors. Action 4.5 will be changed to address the need for more lighting at our elementary schools. Action 4.6 will be changed to address the need for a student wellness center at our high school. We believe these changes will help improve student perception of safety and positivity on our campuses.

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
5	MUSD will reduce chronic absenteeism rates to under 5% by 2023

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absentee Rate (Priority 5B)	Chronic Absentee Rate 2019 Dataquest as of May 25 10.7%	THIS DATA METRIC WILL NO LONGER BE USED. We will use KIDS Data as it is more timely.	THIS DATA METRIC WILL NO LONGER BE USED. We will use KIDS Data as it is more timely.	N/A	Chronic Absentee Rate Dataquest as of May 25 Under 5%
Chronic Absentee Rate (Priority 5B)	Chronic Absentee Rate 2020/21 Kern Integrated Data System (KIDS) as of May 25 17.06%	Chronic Absentee Rate 2021/22 Kern Integrated Data System (KIDS) as of May 20, 2022 19.3%	Chronic Absentee Rate 2022/23 Kern Integrated Data System (KIDS) as of May 30, 2023 18.96%	Chronic Absentee Rate 2023/24 Kern Integrated Data System (KIDS) as of May 22, 2024 6.57%	Chronic Absentee Rate 5%

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.

The actions in Goal 5 were carried out as planned. All actions were performed as we had anticipated. We are very excited and proud of our success in reducing or chronic absentee rates. We saw an all time high for all K-8 students of 19.3% in 2022, but are now at 6.57% (As of May 22, 2024). We found the increased communication and home visits were successful. With those success came some minor challenges in programming and coordination between departments, but those challenges are not significant are being addressed as they are discovered.

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.

After reviewing our expenditures for Goal 5 we found that there were three actions that saw significantly less spent than budgeted for improved services (Action 5.1, 5.2, and 5.5). As we continue to learn and adjust our SARB, SART, and Home Visit systems we are learning the true costs to run them. In these cases we over budgeted for the three actions and plan to adjust in the future. We spent more on training than originally planned (Action 5.3). This was due to us addressing the challenges we uncovered, which were not in our original planned expenditures.

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

We believe the collective actions (5.1, 5.2, 5.3, 5.4, and 5.5) in Goal 5 have proven to be extremely effective. We take A LOT of pride in the progress we have made with Chronic Absenteeism. Our Chronic Absentee rate for all K-8 students according to KIDS on May 22, 2024 was 6.57% which is significantly lower than our baseline (17.06%) or year 1 (19.3%) measures.

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 5 was a focus goal written as a response to the high Chronic Absentee rates that we were enduring post COVID. We are now going to incorporate these actions as part of Goal 3 going forward.

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
McFarland Unified School District	S. Aaron Resendez Superintendent	saresendez@mcfarland.k12.ca.us 661-792-3081

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.

The City

Located in Kern County in the San Joaquin Valley, McFarland is a farming community established in 1908. The area flourishes with agricultural produce such as almonds, grapes, and citrus fruits. Positioned 25 miles north-northwest of Bakersfield and 6.5 miles south of Delano, McFarland has an elevation of 354 feet. As of 2022, Census.gov recorded a population of roughly 14,019 inhabitants. Notably, McFarland witnessed growth during the Great Depression but faced a population dip during World War II. Kern County, known for its almond, grape, and citrus cultivation, holds California's fifth-highest poverty rate. Almost one-fifth of its residents live below the poverty threshold, with a median household income approximately \$20,000 less than California's average, as reported by the U.S. Census.

Our District

Our District has an enrollment of 3,387 students, which is 70 less students than the previous year, served by 3 elementary schools, 1 junior high school, 1 comprehensive high school, 1 alternative education school, and 1 independent studies school. Our student population consists of about 33% EL Students, 88% socio-economically disadvantaged, 9.9% homeless, and 99.6% Hispanic . 90.1% of our students are considered unduplicated. Per Kern Integrated Data Systems (KiDS) February 2024.

Equity Multiplier

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites meeting non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. This funding must be used to

provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024-25 Local Control and Accountability Plan.

LCFF Equity Multiplier School Sites:
San Joaquin High School (Continuation)
McFarland Independent School

McFarland Unified School District Mission:

McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21st Century skills to make them effective communicators, innovators, and participants in the global economy.

McFarland Unified School District Vision:

All McFarland Unified School District students will graduate with the skills necessary to be college and/or career ready.

Our commitment to realizing the mission and vision involves a collective effort to analyze data, establish objectives, and assess our advancements in reaching those objectives. Additionally, by incorporating the goals outlined in this plan alongside our District initiatives such as Professional Learning Communities (PLC), Positive Behavior Intervention and Support (PBIS), and Response to Intervention (RTI), we are confident that we can optimally address the needs of our students, effectively fulfilling our mission and vision.

Reflections: Annual Performance

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

It is the vision that all McFarland Unified School District (MUSD) students will graduate with the skills necessary to be college and/or career ready. In order to accomplish this, the McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21st Century skills to make them effective communicators, innovators, and participants in the global economy. With the incorporation of our Equity Multiplier Goal, we aim to bolster our efforts in supporting student needs, in addition to the existing four LCAP goals listed below.

- 1) All MUSD students will be taught by high quality staff that provide rigorous, relevant, and intentional instruction preparing all students for success in college and/or career.
- 2) All MUSD students will read at grade level by the end of 2nd grade by 2027 as measured by STAR and ACADIENCE.
- 3) MUSD will foster parent involvement, student engagement, and positive school climate to reduce chronic absenteeism and suspension rates.
- 4) MUSD will provide a safe, well-maintained, healthy, and supportive environment for all educational partners.
- 5) Equity Multiplier Goal: MUSD will improve student engagement to facilitate successful course completion and encourage academic

progress.

Schools within the LEA that attained the lowest performance level on one or more state indicators in the 2023 Dashboard include the following:

Browning Rd. STEAM Academy (BRSA) registered a shortfall of 78.2 points in English Language Arts and 98.1 points in Mathematics below the standard, positioning BRSA at the lowest performance levels in Academic Performance.

McFarland Junior High School (MJHS) scored 108.6 points below the standard in Mathematics, placing MJHS in the lowest performance level in Academic Performance.

McFarland High School Early College (MHSEC) found itself in the lowest performance level in Academic Performance, as 39.2% of its current English Learner (EL) students progressed towards English language proficiency.

Student groups within the LEA that achieved the lowest performance level on one or more state indicators on the 2023 Dashboard are as follows:

The English Learners student group scored 78.1 points below the standard in English Language Arts and 101.8 points below the standard in Mathematics. Additionally, the ELs student group demonstrated a preparedness of 9.2% under the College/Career Indicator, placing them in the lowest performance levels in Academic Performance.

The Foster Youth student group, with a 34.5% suspension rate, found themselves in the lowest performance level in Conditions and Climate.

The Homeless student group scored 90.3 points below the standard in English Language Arts and 115.6 points below the standard in Mathematics, landing them in the lowest performance level in Academic Performance. Moreover, the Homeless student group exhibited a 22.3% Chronic Absenteeism rate, placing them in the lowest performance level in Academic Engagement.

The Students with Disabilities (SWD) student group scored 163.3 points below the standard in Mathematics, positioning the SWD student group in the lowest performance level in Academic Performance.

Within schools in the LEA that achieved the lowest performance level on one or more state indicators on the 2023 Dashboard:

Browning Rd. STEAM Academy:

The English Learners student group scored 102.4 points below the standard in English Language Arts and 111.9 points below the standard in Mathematics, positioning the ELs student group in the lowest performance levels in Academic Performance.

The Homeless student group scored 87.2 points below the standard in English Language Arts and 108.7 points below the standard in Mathematics, placing the Homeless student group in the lowest performing levels in Academic Performance. Additionally, this group exhibited a 23.9% chronic absenteeism rate, placing them in the lowest performance level in Academic Engagement.

The Hispanic student group scored 78 points below the standard in English Language Arts and 97.7 points below the standard in Mathematics, placing the Hispanic student group in the lowest performing levels in Academic Performance.

The Socioeconomically Disadvantaged (SD) student group scored 81.5 points below the standard in English Language Arts and 100.8 points below the standard in Mathematics, placing the SD student group in the lowest performing levels in Academic Performance.

Kern Avenue Elementary School:

The Homeless student group scored 100.1 points below the standard in English Language Arts and 95.4 points below the standard in Mathematics, placing the Homeless student group in the lowest performing levels in Academic Performance.

The Students with Disabilities (SWD) student group, with a 24% chronic absenteeism rate, was placed in the lowest performing level in Academic Engagement.

McFarland Junior High School:

The Homeless student group scored 106 points below the standard in English Language Arts and 147.7 points below the standard in Mathematics, positioning the Homeless student group in the lowest performing levels in Academic Performance. Additionally, this group had a 32.1% chronic absenteeism rate, placing them in the lowest performing level in Academic Engagement.

The Socioeconomically Disadvantaged (SED) student group scored 70.1 points below the standard in English Language Arts and 111.5 points below the standard in Mathematics, placing SED in the lowest performing level in Academic Performance.

The Students with Disabilities (SWD) student group scored 164.7 points below the standard in English Language Arts and 210.4 points below the standard in Mathematics, placing SWD in the lowest performing levels in Academic Performance.

The Hispanic student group scored 108.7 points below the standard in Mathematics, placing the Hispanic student group in the lowest performing level in Academic Performance.

McFarland High School Early College:

Of the English Language Learner student group, 39.2% made progress towards English Language proficiency, placing MHSEC in the lowest performing level in the English Learner Progress Indicator.

The following link provides actions targeting LEA-wide Student Groups with Red Indicators, Schoolwide Red Indicators, and School Student Groups with Red Indicators: https://docs.google.com/document/d/1df55C6tx2xllp0eEI_1kMRnv9jV1sxuyO36eUfTqock/edit?usp=sharing

Reflecting on the annual performance based on the California Dashboard Indicators insights into our educational endeavors.

In Mathematics and English Language Arts, it's crucial to assess not only the overall scores but also the specific areas where students excelled or faced challenges. Identifying trends and patterns can guide instructional strategies, curriculum enhancements, and targeted interventions to address areas of improvement. Celebrating successes in student achievement while acknowledging areas for growth allows for a balanced and constructive assessment.

Chronic Absenteeism is a key metric in understanding the students' engagement and participation in the learning process. A high absenteeism rate may indicate various underlying issues, such as health concerns, lack of engagement, or socio-economic challenges. Reflecting on this aspect prompts us to explore preventive measures and support systems to ensure regular attendance and active involvement in the educational journey.

Furthermore, it is essential to consider the intersectionality of these factors. Are there specific student groups facing greater challenges in Mathematics or ELA? Is there a correlation between absenteeism and academic performance? Understanding these connections allows for targeted, equitable interventions that address the unique needs of diverse student populations.

As we reflect on the annual performance, it becomes an opportunity for continuous improvement. This involves refining teaching methodologies, adjusting curriculum approaches, and implementing support systems that foster both academic achievement and overall student well-being. The insights gained from this reflection pave the way for strategic planning, fostering a learning environment that is responsive, inclusive, and conducive to the success of every student.

Reflections: Technical Assistance

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

McFarland USD was identified as eligible for Differentiated Assistance because its Homeless student group ranked in the lowest performance category across English Language Arts, Mathematics, and Chronic Absenteeism on the CA School Dashboard. In addition, the

English Learners student group scored at the lowest level in English Language Arts, Mathematics, and the College/Career Indicator on the CA School Dashboard. As part of the improvement process, McFarland USD's leadership team met with county office personnel to review data and identify areas of weakness. This meeting occurred in late January of 2024 and served as our launch into our district's self-driven improvement process. The team met on multiple occasions at the McFarland Unified School District office, including mid-March, mid-April, and the beginning of June. As part of this process, we conducted a thorough needs assessment, including a root cause and a SWOT (Strengths, Weaknesses, Opportunity, and Threats) analysis. We reviewed up-to-date data on academics, chronic absenteeism, and suspension rates for all subgroups, including the homeless group. As a result, it was determined that McFarland USD has made tremendous improvements in Chronic Absenteeism and needs to maintain the efforts put into this area. It was also determined that the academic needs of the district remain a priority. As a result, a plan was created and disseminated to site and district administrators outlining the actions we plan to initiate or continue to improve our dashboard and ultimately exit from being eligible for differentiated assistance. Goal 3 actions 3.3, 3.13, 3.14, 3.15, and 3.16 were formulated with the aim of enhancing academic support and boosting attendance rates among the targeted student groups. These actions are designed to implement targeted interventions and strategies that foster academic growth and cultivate a supportive learning environment. They focus on addressing barriers to attendance and academic success, ensuring that all students receive the necessary support to thrive academically and socially within the educational setting. A copy of the plan can be found at <https://docs.google.com/document/d/1xCw0vkBEVpASMI8EuEpLemzXWZMbg1jPJVjtiwjXMal/edit?usp=sharing>

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	With the use of ParentSquare, LEA communication tool, surveyed parents from each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP on 1/26/24. In addition, a town-hall meeting occurred on 3/7/24 via Google Meets with invites from ParentSquare, Social Media, and Marquee postings.
Community	Hosted a town-hall meeting via Google Meets with invites from ParentSquare, Social Media, and Marquee postings on 3/7/24.
Administrators	Surveyed administrators from all sites to request input related to student needs, possible actions to address needs, and potential updates to the LCAP on 1/26/24. In addition, met with site and District administrators on 2/27/24 and reviewed and analyzed local and state-level data, determine root causes, understand site-level needs, as well as options to address needs. In addition, Parent/Student/Staff Survey Input data was shared.
Certificated Personnel	Emails were sent to all certificated staff members and union representatives and input was gathered via surveys on 1/26/24. Site administrators gathered during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs and provide feedback to for potential LCAP updates.
Classified Personnel	Emails were sent to all classified staff members and union representatives and input was gathered via surveys on 1/26/24. Site

Educational Partner(s)	Process for Engagement
	administrators gathered during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs and provide feedback to for potential LCAP updates.
Local Bargaining Units	Met with local bargaining units to request feedback to inform the LCAP development. [3/15/24]
Students	With the support from each school site teacher and administrators, 5th-12th grade students were surveyed [1/31/24] and input related to student needs, possible actions to address needs, and potential updates to the LCAP was gathered.
SELPA	Following consultation with SELPA during KCSOS LCAP Trainings [12/11/23], there have been no modifications to the goals or actions outlined in the plan. SELPA expressed confidence that our current plans align well with the intended objectives, indicating that we are on the right track to accomplish our goals.
DELAC/DPAC	Presented the LCAP to the District Parent Advisory Committee [2/26/24] and the English Learner Parent Advisory Committee [3/11/24]. The Superintendent responded, in writing, to comments received from the Parent Advisory Committee and the English Learner Parent Advisory Committee.
Equity Multiplier Schools: San Joaquin High School (Continuation) McFarland Independent School	Met with Classified, Certificated, and Administration personnel [4/17/24], to provide an overview of the LCAP and Equity Multiplier criteria. Additionally, presented local and State data assessments and collectively analyzed academic and social student needs, culminating in the creation of Equity Multiplier Goal/Actions.

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

PARENTS

Parents have highlighted several challenges, primarily characterized by a narrow focus on specific pathways believed to guarantee student success. The limitations in financial support and resources impact the availability of academic assistance and additional support for students. Safety and well-being concerns, including student safety, bullying, and the presence of drugs at school, add further complexity. Parental involvement is hindered by a lack of family support, reinforcing the notion that students may not be suitable for college. Identified shortcomings in life skills and real-world preparation emphasize the need for proper financial and independent living skills. Motivation and engagement face challenges stemming from insufficient tutoring, financial constraints, and a lack of interest in certain subjects. College and career readiness issues underscore the necessity for more opportunities, scholarships, social skills development, and vocational training

courses. Some express disinterest in college and career planning, citing a shortage of resources and reading interventions as contributing factors. In response to this feedback, Goal 1 Action 1.8 was formulated to equip all students for success in college and/or career readiness. Additionally, Goal 4 Actions 4.1 and 4.4 were developed to enhance student safety and provide anti-bullying and substance education to foster an improved campus climate and environment.

COMMUNITY

The McFarland community continues to demonstrate unwavering support for the school District, recognizing the pivotal role education plays in shaping students' futures. However, a pressing challenge persists: the insufficient availability of financial resources and a lack of sustained student interest in academic pursuits. In response to this feedback, Goal 1 Action 1.5 was initiated to provide technology materials, supplies, and Chromebooks to all students. Additionally, Goal 1 Action 1.7 was implemented to assign three additional support staff members, along with hygiene supplies and tutoring, to aid Homeless/Foster Youth in attaining college and/or career readiness.

ADMINISTRATORS

The administration team has highlighted significant challenges characterized by noticeable educational disparities including low reading levels, which worsen without the implementation of crucial core instruction and intervention strategies. Some students find themselves ill-equipped for college, grappling with learning setbacks that impede their readiness for higher education. Communication and awareness within MUSD present difficulties, as effectively conveying available offerings and opportunities to families proves challenging. Moreover, educators diluting the curriculum contribute to students' inadequate preparedness for the academic rigors of college. In response to this feedback, Goal 2 Actions 2.2 and 2.3 were devised to enhance literacy among students. Additionally, Goal 3 Actions 3.1 and 3.6 were established to boost parent engagement and communication with all students, particularly non-English speaking families.

CERTIFICATED PERSONNEL

Certificated staff has identified parental involvement as a significant challenge, citing a lack of engagement as a barrier to effective education. There's a clear need for parents to offer guidance at home, alongside a call for a community education system to better inform and involve parents. In the realm of curriculum and teaching, concerns such as inadequate curriculum training for teachers, outdated curriculum materials, and societal changes are brought to light. In response to this feedback, Goal 1 Action 1.2 was devised to enhance staff capacity through ongoing professional development. Additionally, Goal 1 Action 1.4 was established to provide supplementary research-based curriculum and supplies to improve student achievement. Lastly, to bolster and improve parent participation, Goal 3 Actions 3.7 and 3.8 were formulated.

CLASSIFIED PERSONNEL

Classified personnel have underscored the importance of educational resources and opportunities in preparing students for college and careers. They stress the need for more hands-on materials to engage students and cultivate readiness, alongside a desire to boost motivation for pursuing higher education. Additionally, there's a call for creating a safe and inclusive learning environment, as well as the necessity for a broader array of classes and electives catering to diverse interests and potential career paths. In response to this feedback, Goal 1 Action 1.8 was developed to offer CTE/Dual Enrollment courses aimed at preparing all students for success in college and/or career. Furthermore, Goal 4 Actions 4.1 and 4.3 were initiated to provide supplies and support staff to ensure student safety, as well as supplies and counselors for MTSS to address the social-emotional needs of all students.

LOCAL BARGAINING UNITS

The Local Bargaining Units have pointed out two critical issues within the school sites, potentially stemming from student immaturity and lack of responsibility: the absence of adequate support in managing behavior and discipline, and the insufficient training and assistance for student support services personnel, particularly in elementary schools. Their indication of inadequate support in handling behavior and discipline issues suggests a feeling of being unsupported or ill-prepared to effectively address such challenges. In response to this feedback, Goal 3 Action 3.10 was created to supply resources and training for the development and implementation of Positive Behavioral Interventions and Supports (PBIS) at the Elementary level. Additionally, Goal 4 Action 4.1 was established to provide resources and support staff to assist with student discipline and support.

STUDENTS

Students have highlighted significant challenges related to financial support and resources, including a scarcity of funds, outdated school facilities, and a lack of resources for academic assistance. Safety and well-being concerns encompass issues such as student safety, bullying, and the presence of drugs at school. In response to this feedback, Goal 1 Action 1.11 was put into effect to renovate and modernize our libraries, transforming them into 21st-century learning centers. Additionally, Goal 4 Action 4.1 was created to increase student well-being. Lastly, Goal 4 Actions 4.4 and 4.5 were developed to provide anti-bullying support and enhance safety at elementary sites by adding extra lighting.

SELPA

Following consultation with SELPA, there have been no modifications to the goals or actions outlined in the plan. SELPA expressed confidence that our current plans align well with the intended objectives, indicating that we are on the right track to accomplish our goals.

DELAC/PAC

Our parent groups have demonstrated alignment with the goals and actions outlined in the Local Control and Accountability Plan (LCAP), affirming their support for the educational direction set forth by the District. Additionally, they have expressed a specific need for increased Social-Emotional Learning (SEL) support within the school sites and the creation of a welcoming environment. Recognizing the importance of nurturing emotional intelligence and resilience among students, the parent groups stress the significance of integrating SEL practices into the educational philosophy. In response to this feedback, Goal 3 Actions 3.3, 3.4, and 3.5 were established to foster a welcoming environment and enhance school culture. Additionally, Goal 4 Action 4.3 was implemented to provide counselors who address the social-emotional needs of all students.

EQUITY MULTIPLIER SCHOOLS

Following extensive consultation with personnel from San Joaquin and McFarland Independent Schools in response to their feedback, Goal 5 Action 5.1 was formulated to deploy two instructional intervention aides aimed at supporting and enhancing student academic performance.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All MUSD students will be taught by high quality staff that provide rigorous, relevant, and intentional instruction preparing all students for success in college and/or career.	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.

Our 2023 CA School Dashboard academic indicator shows:

2023 CALIFORNIA SCHOOL DASHBOARD
ENGLISH LANGUAGE ARTS

- * All students were 53.6 points below standard-Orange Indicator
- * EL students were 78.1 points below standard-Red Indicator
- * Foster Youth no performance level
- * SED students were 57.8 points below standard-Orange Indicator
- * Hispanic students were 54.3 points below standard-Orange Indicator
- * Students with Disabilities were 128.1 points below standard-Orange Indicator
- * Homeless students were 90.3 points below standard-Red Indicators

2023 CALIFORNIA SCHOOL DASHBOARD
MATHEMATICS

- * All students were 87.7 points below standard-Orange Indicator
- * EL students were 101.8 points below standard-Red Indicator
- * Foster Youth no performance level
- * SED students were 91.7 points below standard-Orange Indicator

- * Hispanic students were 88.1 points below standard-Orange Indicator
- * Students with Disabilities were 163.3 points below standard-Red Indicator
- * Homeless students were 115.6 points below standard-Red Indicators

Educational partners emphasize the significance of establishing a comprehensive academic goal aligned with our District's vision of preparing all students for college or career success.

With the District's overarching purpose centered on serving students and addressing their diverse needs, the assurance of rigorous, relevant, and intentional instruction necessitates thorough monitoring of curriculum and teaching across our campuses. This scrutiny involves comparing the implemented teaching methods with the results derived from various assessments we conduct. Given the expansive nature of this goal and its associated metrics, we anticipate achieving a diverse range of educational outcomes across the TK-12 scope.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of fully credentialed teachers in K-12 grades. Source: Data Quest Priority 1A	March 2024 74.6%			March 2027 95%	
1.2	Percent of appropriately assigned teachers Source: Annual HR Report Priority 1A	March 2024 100%			March 2027 100%	
1.3	Percent of students having access to standards aligned curriculum Source: Annual textbook inventory report from Follett Priority 1B	March 2024 100%			March 2027 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percent of observations demonstrating clear CCSS objectives Source: District walkthrough tool Priority 2A	March 2024 84%			March 2027 95%	
1.5	1. Enrollment in dedicated ELD K-12 2. Integrated EL Strategies observed K-12 Source: District walkthrough tool Priority 2B	March 2024 Enrollment in dedicated ELD 100% Integrated EL strategies observed 85%			March 2027 Enrollment in dedicated ELD 100% Integrated EL strategies observed 95%	
1.6	CAASPP Math Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard All Students: -87.7 Hispanics -88.1 SWDs: -163.3 SEDs: -91.7 Homeless: -115.6 ELs: -101.8			2026 CA Dashboard All Students: -57 Hispanics -66 SWDs: -100 SEDs: -61 Homeless: -75 ELs: -70	
1.7	CAASPP ELA Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard All Students: -53.6 Hispanics -54.3 SWDs: -128.1 SEDs: -57.8			2026 CA Dashboard All Students: -32 Hispanics -35 SWDs: -85	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: -90.3 ELs: -78.1			SEDs: -35 Homeless: -60 ELs: -45	
1.8	CAST (CA Science Test) Percent of students who have Met or Exceeded Standards Source: CA Dashboard Priority 4B	2023 CA Dashboard All Students: 15.2% Hispanics: 14.51% SWDs: 2.56% SEDs: 13.56% Homeless: 8.61% ELs: 2.16%			2026 CA Dashboard All Students: 30% Hispanics: 30% SWDs: 25% SEDs: 27% Homeless: 20% ELs: 20%	
1.9	A to G Percent of students completing UC/CSU requirements Source: CA Dashboard- College/Career Measures Report Priority 4B	2023 CA Dashboard All Students: 35.1% Hispanics: 35.2% SWDs: 0% SEDs: 33% Homeless: 30% ELs: 5.3%			2026 CA Dashboard All Students: 50% Hispanics: 50% SWDs: 15% SEDs: 40% Homeless: 45% ELs: 20%	
1.10	CTE Percent of students completing at least one CTE pathway Source: CA Dashboard- College/Career Measures Report Priority 4C	2023 CA Dashboard All Students: 15.5% Hispanics: 15.8% SWDs: 28.6% SEDs: 15.4% Homeless: 10% ELs: 22.4%			2026 CA Dashboard All Students: 50% Hispanics: 50% SWDs: 55% SEDs: 50% Homeless: 45% ELs: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A to G & CTE Percent of students who have successfully met UC/CSU and at least one CTE Pathway Source: CA Dashboard-College/Career Measures Report Priority 4D	2023 CA Dashboard All Students: 4.8% Hispanics: 4.9% SWDs: 0% SEDs: 4.8% Homeless: 2.5% ELs: 1.3%			2026 CA Dashboard All Students: 15% Hispanics: 15% SWDs: 10% SEDs: 15% Homeless: 12% ELs: 12%	
1.12	EL Progress Percent of students making progress in English proficiency Source: CA Dashboard-ELPI Priority 4E	2023 CA Dashboard 47.9%			2026 CA Dashboard 57.9%	
1.13	EL Reclassification Percent of students reclassifying Source: Internal Measure Priority 4F	May 2023 14.57%			May 2026 20%	
1.14	AP Exam Percent of pupils scoring L3+ Source: CA Dashboard Priority 4G	2023 CA Dashboard All Students: 0% Hispanics 0% SWDs: 0% SEDs: 0% Homeless: 0% ELs: 0%			2026 CA Dashboard All Students: 5% Hispanics 5% SWDs: 3% SEDs: 3% Homeless: 3% ELs: 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Percent of classroom walkthroughs demonstrating the following: Learning Environment Positive Reinforcement Rigor and Relevance Academic Instruction Instructional Practices Source: District walkthrough tool Priority 2A	May 2024 Learning Environment: 95% Positive Reinforcement: 81% Rigor and Relevance: 92% Academic Instruction: 89% Instructional Practices: 89%			May 2027 Learning Environment: 95% Positive Reinforcement: 95% Rigor and Relevance: 95% Academic Instruction: 95% Instructional Practices 95%	
1.16	Percent of students with access to a broad course of study. Source: Internal measure of programs, master schedules, and integrated services offered. Priority 7A	April 2024 100%			April 2027 100%	
1.17	Percent of English Learners, low-socio economic, foster youth, and homeless students with access to integrated services that meet their needs. Source: Integrated measure of programs, master schedules, and	April 2024 100%			April 2027 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	integrated services offered. Priority 7B					
1.18	Percent of SWDs participating in 80% or more in general education. Source: LRE Indicator 5A Priority 7C	March 2024 81.07%			March 2027 >80%	
1.19	STAR READING - Percent of students scoring at the 50%ile or higher Source: STAR Renaissance Priority 8	MOY 2024 STAR Reading 3-6 ALL: 23% 3-6 SWDs: 5% 3-6 SED: 21% 3-6 Homeless: 12% 3-6 EL: 7% 7-12 ALL: 13% 7-12 SWDs: 8% 7-12 SED: 12% 7-12 Homeless: 3% 7-12 EL: 2%			MOY 2027 STAR Reading 3-6 ALL: 29% 3-6 SWDs: 25% 3-6 SED: 30% 3-6 Homeless: 25% 3-6 EL: 20% 7-12 ALL: 20% 7-12 SWDs: 17% 7-12 SED: 21% 7-12 Homeless: 17% 7-12 EL: 17%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																																												
1.20	<p>STAR MATH Percent of students scoring at the 50%ile or higher Source: STAR Renaissance Priority 8</p>	<p>MOY 2024 STAR Math</p> <table> <tr><td>3-6 ALL:</td><td>38%</td></tr> <tr><td>3-6 SWDs:</td><td>13%</td></tr> <tr><td>3-6 SED:</td><td>37%</td></tr> <tr><td>3-6 Homeless:</td><td>18%</td></tr> <tr><td>3-6 EL:</td><td>27%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>7-12 ALL:</td><td>22%</td></tr> <tr><td>7-12 SWDs:</td><td>8%</td></tr> <tr><td>7-12 SED:</td><td>22%</td></tr> <tr><td>7-12 Homeless:</td><td>17%</td></tr> <tr><td>7-12 EL:</td><td>4%</td></tr> </table>	3-6 ALL:	38%	3-6 SWDs:	13%	3-6 SED:	37%	3-6 Homeless:	18%	3-6 EL:	27%			7-12 ALL:	22%	7-12 SWDs:	8%	7-12 SED:	22%	7-12 Homeless:	17%	7-12 EL:	4%			<p>MOY 2027 STAR Math</p> <table> <tr><td>3-6 ALL:</td><td>47%</td></tr> <tr><td>3-6 SWDs:</td><td>35%</td></tr> <tr><td>3-6 SED:</td><td>41%</td></tr> <tr><td>3-6 Homeless:</td><td>30%</td></tr> <tr><td>3-6 EL:</td><td>36%</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>7-12 ALL:</td><td>28%</td></tr> <tr><td>7-12 SWDs:</td><td>20%</td></tr> <tr><td>7-12 SED:</td><td>28%</td></tr> <tr><td>7-12 Homeless:</td><td>23%</td></tr> <tr><td>7-12 EL:</td><td>20%</td></tr> </table>	3-6 ALL:	47%	3-6 SWDs:	35%	3-6 SED:	41%	3-6 Homeless:	30%	3-6 EL:	36%			7-12 ALL:	28%	7-12 SWDs:	20%	7-12 SED:	28%	7-12 Homeless:	23%	7-12 EL:	20%	
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7-12 SED:	28%																																																	
7-12 Homeless:	23%																																																	
7-12 EL:	20%																																																	
1.21	<p>California Alternate Assessment (CAA) Math and ELA Source: CA Dashboard Priority 4</p>	<p>2023 CA Dashboard</p> <p>English Language Arts</p> <p>21.05%-Understanding (Level 3) 21.05%-Foundational Understanding (Level 2) 57.89%-Limited Understanding (Level 1)</p>			<p>2026 CA Dashboard</p> <p>English Language Arts</p> <p>25%-Understanding (Level 3)</p>																																													

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Mathematics</p> <p>0%-Understanding (Level 3)</p> <p>15.79%-Foundational Understanding (Level 2)</p> <p>84.21%-Limited Understanding (Level 1)</p>			<p>25%-Foundational Understanding (Level 2)</p> <p>50%-Limited Understanding (Level 1)</p> <p>Mathematics</p> <p>5%-Understanding (Level 3)</p> <p>20%-Foundational Understanding (Level 2)</p> <p>75%-Limited Understanding (Level 1)</p>	
1.22	<p>College and Career Indicator</p> <p>Source: CA Dashboard Priority 8</p>	<p>2023 CA Dashboard</p> <p>All Students: Medium</p> <p>Hispanics Medium</p> <p>SWDs: No Performance Level</p> <p>SEDs: Medium</p> <p>Homeless: Medium</p> <p>ELs: Very Low</p>			<p>2026 CA Dashboard</p> <p>All Students: High</p> <p>Hispanics High</p> <p>SWDs: Medium</p> <p>SEDs: High</p> <p>Homeless: High</p> <p>ELs: Medium</p>	
1.23	<p>Early Assessment Program</p> <p>The percent of students who scored a level 3 or higher on CAASPP ELA</p>	<p>2023 CA Dashboard</p> <p>All Students: 18.6%</p> <p>Hispanics: 17.8%</p> <p>SWDs: 5.6%</p> <p>SEDs: 17.9%</p>			<p>2026 CA Dashboard</p> <p>All Students: 22%</p> <p>Hispanics: 21%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Math by student group. Source: CA Dashboard Priority 4H	Homeless: 0% Foster Youth: 0%			SWDs: 9% SEDs: 20% Homeless: 5% Foster Youth: 5%	

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	Hire/Retain Teachers	The District will recruit fully credentialed teachers and properly assign them based on their credentials. To retain new teachers long-term, the District will provide ongoing training, release time for mentoring, and 20-30 mentors to support these teachers.	\$159,672.62	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Training/Professional Development	The District will develop staff capacity to ensure rigorous, relevant, and intentional instruction by providing teachers extra duty pay for ongoing professional development and training in the areas of Intervention Math, Intervention Reading, and Supplemental ELD instruction, and ELD strategies.	\$275,055.32	Yes
1.3	Academic Support	The District will allocate academic support staff, including 1 Director of Curriculum and Instruction, 5 Learning Directors or Assistant Principals, 5 Counselors, 5 Librarians, a Director of Alternative Programs, 4 IT Support Staff, and provide 14 academic stipends per Elementary School, 11 for the Junior High, 24 for the High School, and 2 for the Learning Center. This ensures that all students have access to CCSS standards and 21st Century Skills.	\$3,561,222.44	Yes
1.4	Supplemental Curriculum	The District will provide supplemental research based curriculum and supplies to increase student achievement.	\$2,653,646.61	Yes
1.5	Instructional Technology	The District will provide technology materials, supplies, and chromebooks for all students to prepare for college and career by supporting state content standards and 21st Century Skills.	\$1,338,000.00	Yes
1.6	English Language Learners Support	The District will provide 6 Site EL Resource Teachers, training, and research based supplemental curriculum to ensure highly qualified staff support our English Language Learners in making progress toward English proficiency. Moreover, offer assistance to our Long Term English Learners to foster their advancement in English proficiency.	\$163,464.69	Yes
1.7	Homeless/Foster Youth Support	The District will provide 3 additional support staff members, various basic personal hygiene supplies, tutoring, transportation, and other services in	\$228,073.83	Yes

Action #	Title	Description	Total Funds	Contributing
		order to help prepare our Homeless/Foster Youth become college/career ready.		
1.8	CTE/Dual Enrollment	The District will provide 1 CTE/Dual Enrollment Counselor, 8 CTE Pathway Teachers, and additional supplies and materials to support CTE/Dual Enrollment pathways to prepare all students for success in college and/or career.	\$1,356,477.57	Yes
1.9	Professional Learning Communities (PLCs)/Data Teams	Develop and implement data teams and PLCs at all sites by providing training, release time for teachers to participate in instructional rounds, and release time for teachers to participate in data teams to ensure rigorous, relevant, and intentional instruction for all students.	\$600,150.00	Yes
1.10	Class Size	The District will provide an extra physical education teacher in order to have lower class sizes than required in order to maximize student engagement.	\$157,653.86	Yes
1.11	Restructure/Improve Libraries	The District will persist in renovating and modernizing our libraries to transform them into 21st Century learning centers, enhancing opportunities for students to engage in modern educational practices and improve their reading skills.	\$1,500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All MUSD students will read at grade level by the end of 2nd grade by 2027 as measured by STAR and ACADIENCE.	Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data indicates:

2023 CALIFORNIA SCHOOL DASHBOARD
 ENGLISH LANGUAGE ARTS

- * All students were 53.6 points below standard-Orange Indicator
- * EL students were 78.1 points below standard-Red Indicator
- * Foster Youth - no performance level available
- * SED students were 57.8 points below standard-Orange Indicator
- * Hispanic Students were 54.3 points below standard-Orange Indicator
- * Students with Disabilities were 128.1 points below standard-Orange Indicator
- * Homeless Students were 90.3 points below standard-Red Indicator

STAR READING (MOY 2024)

On average our 1st Grade ALL students are reading at 1.2
 On average our 2nd Grade ALL students are reading at 2.1
 On average our 3rd Grade ALL students are reading at 2.9

On average our 1st Grade EL students are reading at 0.8
 On average our 2nd Grade EL students are reading at 1.8
 On average our 3rd Grade EL students are reading at 2.6

Research indicates that by the conclusion of third grade, 74 percent of struggling readers may never bridge the gap. Proficiency in reading by the end of third grade is a significant predictor of high school graduation, with over 85 percent of the curriculum relying on reading comprehension. Without a solid foundation in reading, children risk falling behind early in their educational journey.

After careful consideration, we have opted to establish this focus goal and target by the culmination of second grade. This decision is informed by CCS Standards, Achieve the Core, and the Science of Reading (LETRS), all of which emphasize the critical importance of foundational reading skills during the K-2 period. Additionally, we recognize that third grade marks the beginning of the CAASPP assessment. To enable third-grade teachers to effectively prepare students for this high-stakes test, it is imperative that students enter third grade at grade level in reading comprehension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ACADIENCE (MOY) Percent of students At/Above Benchmark Source: ACADIENCE Priority 8	January 2024 Kindergarten: 56% 1st Grade: 48% 2nd Grade: 45%			January 2027 Kindergarten: 65% 1st Grade: 57% 2nd Grade: 55%	
2.2	ACADIENCE (EOY) Percent of students At/Above Benchmark Source: ACADIENCE Priority 8	May 2024 Kindergarten: 60% 1st Grade: 49% 2nd Grade: 48%			May 2027 Kindergarten: 70% 1st Grade: 60% 2nd Grade: 60%	
2.3	STAR EARLY LITERACY (MOY) Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	January 2024 Kindergarten: 55%			January 2027 Kindergarten: 64%	
2.4	STAR READING (MOY)	January 2024			January 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	1st Grade: 32% 2nd Grade: 31%			1st Grade: 41% 2nd Grade: 40%	
2.5	STAR EARLY LITERACY (EOY) Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	May 2024 Kindergarten: 55%			May 2027 Kindergarten: 64%	
2.6	STAR READING (EOY) Percent of students at or above the 50%ile Source: STAR Renaissance Priority 8	May 2024 1st Grade: 32% 2nd Grade: 31%			May 2027 1st Grade: 41% 2nd Grade: 40%	
2.7	Writing Benchmarks Percent of students scoring proficient or better Source: Internal Writing Benchmark Priority 8	May 2024 Kindergarten: 45% 1st Grade: 31% 2nd Grade: 20%			May 2027 Kindergarten: 60% 1st Grade: 45% 2nd Grade: 40%	

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	Training/Professional Development	The District will provide extra duty pay, consultant fees, and on ongoing coaching to deliver professional development, program training, and ongoing support in the implementation of the science of reading to improve primary grade literacy.	\$4,820.00	No
2.2	Response to Intervention (RTI)	The District will provide up to 10 instructional intervention aides to help implement Reading RTI at each elementary site using universal and diagnostic screeners according to the District RTI plan.	\$401,000.00	No
2.3	Supplemental Curriculum	The District will provide supplemental reading programs and materials to increase student engagement in literacy.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Kindergarten Readiness	The District will provide school supplies, reading books, and educational materials to registering kindergarten students to ensure students are better prepared to begin their academic careers.	\$18,900.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MUSD will foster parent involvement, student engagement, and positive school climate to reduce chronic absenteeism and suspension rates.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our data indicates problem areas in engagement that we can address through this goal and the metrics attached. The data includes:

- * There's a significant difference between Parents/Students compared to Staff from our survey on whether our teachers make time to discuss grades, academic successes, or areas of improvements.
- * 26.5% of Parents and 19.4% of Students indicated teachers did not make time to discuss grades, academic successes, or areas of improvements compared to only 5.9% of staff indicating teachers did not make time to discuss grades, academic successes, or areas of improvements.

In 2023-24 according to our student information system (KiDS) unduplicated students accounted for every (100% of suspension incidents) suspension incident.

2023 CA School Dashboard for suspensions shows:

- * OVERALL (2.7%)
- * ELS (2.4%)
- * Foster Youth (34.5%)

2023 CA School Dashboard Indicator for Graduation Rate:

- * OVERALL (94.5%)
- * SEDs (94.1%)
- * ELs (94.7%)
- * Homeless (97.5%)
- * SWDs (92.9%)

Furthermore, CA Dashboard shows:

According to 2023 CA Dashboard, McFarland USD had a 13.6% chronic absenteeism rate.

MUSD 13.6%

ELs: 11.7%

Homeless: 22.3%

SEDs: 14.3%

SWDs: 17.7%

The percentage of suspended Foster Youth students is significantly higher than the other groups in MUSD.

Looking at our 2 schools with the highest chronic absentee rates on the dashboard we found:

Kern Avenue Elementary School: All Students (13.5% High), ELs (11.7% High), Homeless (20% High), SEDs (14.1% High), and SWDs (24% Very High)

McFarland Junior High School: All students (17.9% High), ELs (20.1%, High), Homeless (32.0%, Very High), SEDs (19.1%, High) and SWDs (15.4%, High)

Again homeless students are chronically absent at much higher rate than other groups and are higher than our District average. SED students at both sites, and ELs at MJHS are significantly higher at these sites compared to our District averages.

As of May 2024, internal data extracted from our student information system (KiDS) reveals that the chronic absentee rate for the 2023-24 academic year among All Students stands at 11.3%.

Additionally, according to KiDS we have:

2972 unduplicated students of which 337.6 are considered chronically absent (11.36%)

325 non-unduplicated students of which 26 are considered chronically absent (7.99%)

Recognizing the pivotal role of school attendance in student success, our educational partners emphasize the need to address chronic absenteeism district-wide, particularly focusing on two schools with notably higher rates than others. Studies underscore the myriad advantages for students with engaged parents, including fewer behavioral issues, improved academic outcomes, and higher graduation rates. Prioritizing efforts to foster connections with both students and parents, we aim to boost engagement levels, thereby enhancing overall student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Input Meetings Number of meetings offerings Source: Agenda/Minutes Priority 3A	May 2024 8 Meetings			May 2027 10 Meetings	
3.2	LCAP Survey Participation Number of parent participants Source: Internal Survey Measure Priority 3A	March 2024 207 Parents			March 2027 300 Parents	
3.3	DELAC Meetings The average number of participants per meeting Source: Agenda/Minutes Priority 3A	May 2024 11 Participants			May 2027 20 Participants	
3.4	Parent University Classes Number of courses held Source: Agenda/Minutes Priority 3B	May 2024 4 Parent Courses			May 2027 5 Parent Courses	
3.5	Percent of parent participation in IEP Exit Parent Survey Source: Student Services Report Priority 3C	May 2024 0% of Parent Participation			May 2027 >60% of Parent Participation	
3.6	Percent of parent Involvement in IEPs	May 2024 100%			May 2027 >96.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Services Report Priority 3C					
3.7	Attendance Rate Source: Kern Integrated Data System (KiDS) Priority 5A	May 2024 All Students: 95.33%			May 2027 All Students: 97%	
3.8	Drop Out Rate: Middle School Source: CALPADS 8.1c Priority 5C	May 2024 0%			May 2027 0%	
3.9	Drop Out Rate: High School Source: CALPADS 8.1c Priority 5D	May 2024 End of Year .01%			May 2027 End of Year 0%	
3.10	High School Graduation Rate Source: CA Dashboard Priority 5E	2023 CA Dashboard All: 94.5% SEDs: 94.1% ELs: 94.7% Homeless: 97.5% SWDs: 92.9%			2026 CA Dashboard All: 99% SEDs: 99% ELs: 99% Homeless: 99% SWDs: 99%	
3.11	Suspension Rates Source: CA Dashboard Priority 6A	2023 CA Dashboard All Students: 2.7% ELs: 2.4% SED: 2.8% Homeless: 3.7% SWDs: 3.6%			2026 CA Dashboard All Students: 1.9% ELs: 1.8% SED: 1.9% Homeless: 1.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 34.5%			SWDs: 2% Foster Youth: 19%	
3.12	Expulsion Rates Source: DataQuest Priority 6B	2022-23 All Students 0.00027%			2025-26 All Students 0.00%	
3.13	Student Survey Percent of students indicating, "I look forward to coming to school most days." Source: Annual LCAP Survey Priority 6C	March 2024 55% Agree/Strongly Agree			March 2027 70% Agree/Strongly Agree	
3.14	Parent Survey Percent of parents indicating, "my child looks forward to coming to school most days." Source: Annual LCAP Survey Priority 6C	March 2024 79.7% Agree/Strongly Agree			March 2027 90% Agree/Strongly Agree	
3.15	Student Survey Percent of students indicating, "the school is welcoming and wants me there." Source: Annual LCAP Survey Priority 6C	March 2024 64% Agree/Strongly Agree			March 2027 85% Agree/Strongly Agree	
3.16	Parent Survey	March 2024			March 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of parents indicating, "the school is welcoming and wants my child there." Source: Annual LCAP Survey Priority 6C	91.8% Agree/Strongly Agree			95% Agree/Strongly Agree	
3.17	Student Survey Percent of students indicating, "teachers make time to discuss grades, academic successes, or areas for improvement with their students and families." Source: Annual LCAP Survey Priority 6C	March 2024 80.6% Agree/Strongly Agree			March 2027 90% Agree/Strongly Agree	
3.18	Parent Survey Percent of parents indicating, "teachers make time to discuss grades, academic successes, or areas for improvement with their students and families." Source: Annual LCAP Survey Priority 6C	March 2024 73.5% Agree/Strongly Agree			March 2027 90% Agree/Strongly Agree	
3.19	Student Survey Percent of students indicating, "the school	March 2024 62.5% Agree/Strongly Agree			March 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	has a positive school climate." Source: Annual LCAP Survey Priority 6C				85% Agree/Strongly Agree	
3.20	Daily tardy rate per pupil (Elementary) Source: Student Informational System Priority 8	May 2024 4.06			May 2027 2.0	
3.21	Early-out daily rate per pupil (Elementary) Source: Student Informational System Priority 8	May 2024 3.91			May 2027 2.0	
3.22	Chronic Absenteeism Rate Source: CA Dashboard Priority 5B	2023 CA Dashboard All Students: 13.6% ELs: 11.7% Homeless: 22.3% SEDs: 14.3% SWDs: 17.7% Hispanics: 13.4%			2026 CA Dashboard All Students: 9.6% ELs: 8.7% Homeless: 19% SEDs: 10% SWDs: 15% Hispanics: 9.6%	

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	Support Staff	The District will provide 6-7 support staff members to improve parent engagement/communication.	\$445,869.19	Yes
3.2	Family Nights	School sites will provide extra duty pay and materials for multiple (3-4 per year) themed family nights to engage parents, students, and community with the each school site.	\$6,500.00	Yes
3.3	Enrichment	The District will provide salaries and provide learning resources, including VEX Robotics (with two coaches), MakerSpaces, Expanded Learning Program afterschool program (with 24-27 leads), and FAB Labs. These initiatives aim to enhance student enrichment and foster a strong connection between students and their schools.	\$382,651.45	Yes
3.4	Performing Arts	The District will provide salaries (2 music teachers and stipends) and supplies to support a K-12 performing arts program as a source of connectivity between educational partners and school sites.	\$518,677.75	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Sports	The District will provide salaries for staff members, encompassing 66 athletic coach stipends, 1 Athletic Director, 2 Athletic Trainers, 1 after-school Sports Coordinator, and two clerical positions. Additionally, equipment, travel expenses, and supplies will be furnished to support K-12 athletic programs, fostering connectivity between educational partners and school sites.	\$2,125,041.21	Yes
3.6	Communication	The District will provide signage, public relations consulting, and training for administrators to ensure multiple methods of positive communication to parents, students, and community.	\$473,550.00	Yes
3.7	Parent Training	The District will provide consultant contracts and extra duty pay to deliver multiple training opportunities such as Parent University, PIQE, and Parenting Partners for staff and community to improve parent engagement.	\$31,760.36	Yes
3.8	Parent Participation	The District will provide supplies and materials in order to offer multiple opportunities for educational partners participation at each campus including, but not limited to DELAC Meetings, ELAC Meetings, Open House, Parent Teacher Conference, Back to School Night, LCAP input meetings Meetings, and Parent Committees.	\$54,143.39	Yes
3.9	Family Resource Center	The District will provide salaries (4 staff members) and supplies to the Family Resource Center to support our struggling families to build parent, family and community partnerships.	\$306,673.57	Yes
3.10	Positive Behavioral Interventions and Supports (PBIS)	The District will provide salaries (extra duty pay), supplies, and training to develop and implement PBIS as at three elementary sites.	\$36,041.42	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Community Events	The District will facilitate school participation in community events such as the Christmas and Cinco de Mayo parades by providing supplies/materials for floats, decorations, costumes and/or other related materials.	\$16,304.90	Yes
3.12	SARB (Student Attendance Review Board)	The District will provide extra duty pay for teachers and substitute coverage, along with supplying essential materials for bi-monthly School Attendance Review Team (SART) and Student Attendance Review Board (SARB) sessions, prioritizing attendance issues, particularly for chronically absent students.	\$43,547.97	Yes
3.13	Incentives	The District will provide supplies to implement student attendance improvement incentive plans at each site.	\$57,000.00	Yes
3.14	Training	The District will provide extra duty pay to attendance clerks to participate in training sessions aimed to reduce chronic absenteeism, truancy, and improve overall attendance rates.	\$12,424.26	Yes
3.15	Communication	The District will provide extra duty pay and supplies for student support personnel to implement school plans aimed to increase and improve school/parent communication. In addition, the District will contract the parent communication system, Attention 2 Attendance (A2A), in order to engage families in a constructive/educational manner on attendance.	\$62,826.55	Yes
3.16	Extended Learning	The District will offer extended learning opportunities such as Saturday School (5 to 7 teachers per site), Winter Academy (7 to 14 teachers per site), Spring Academy (5 to 7 teachers per site), Evening Credit Recovery (3 to 5 teachers), supplemental 3rd Party Tutoring (300-500 students based on data/need).	\$455,111.14	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	MUSD will provide a safe, well-maintained, healthy, and supportive environment for all educational partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to Maslow's hierarchy of needs in psychology, ensuring that students feel safe and secure is fundamental to their overall well-being and ability to learn effectively. This sense of safety extends beyond physical safety to encompass emotional and psychological security as well. It is essential for students to feel protected not only within the confines of the classroom but also within the broader learning environment, including school facilities and grounds.

School facilities play a crucial role in creating and maintaining this sense of safety and security for students. By providing clean, well-maintained, and adequately equipped spaces, schools can contribute significantly to fostering a positive learning environment. Comfortable classrooms, well-stocked libraries, functional laboratories, and inviting common areas all contribute to creating a space where students feel supported and empowered to engage fully in their academic pursuits.

Moreover, safe and conducive school facilities support a holistic approach to education that acknowledges the diverse needs of students. Beyond academics, schools should also prioritize the social and emotional well-being of students. Safe spaces within the school environment can facilitate positive social interactions, encourage collaboration, and provide opportunities for students to develop important life skills such as resilience and empathy.

In addition to physical safety and comfort, it's crucial to address the mental health needs of students. Overwhelming feedback from both parents, students, and staff indicates a strong desire for additional mental health support within the school environment. Providing access to counselors, psychologists, and other mental health professionals can help students navigate the challenges they face and ensure they receive the support they need to thrive academically, socially, and emotionally.

In summary, school facilities play a vital role in creating a safe, supportive, and inclusive learning environment where students can flourish academically, socially, and emotionally. By prioritizing the safety and well-being of students and addressing their diverse needs, schools can create an environment conducive to optimal learning and growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of facilities rated "Good" on most recent "FIT" Source: FIT Report Priority 1C	23-24 FIT Reports LEA: 98.26% "Average" BRSA: 99.14% "Exemplary" KA: 98.65% "Good" HE: 98.75% "Good" MJHS: 97.85% "Good" MHSEC: 96.66% "Good" MLC: 98.53% "Good"			26-27 FIT Reports LEA: 99% "Average" BRSA: 100% "Exemplary" KA: 100% "Exemplary" HE: 100% "Exemplary" MJHS: 100% "Exemplary" MHSEC: 100% "Exemplary" MLC: 100% "Exemplary"	
4.2	Student Survey Percent of students indicating, "the school is a positive place to be." Source: Annual LCAP Survey Priority 6C	March 2024 62.5% Strongly Agree/Agree			March 2027 85% Strongly Agree/Agree	
4.3	Parent Survey Percent of parents indicating, "the school is a positive place to be." Source: Annual LCAP Survey Priority 6C	March 2024 87.9% Strongly Agree/Agree			March 2027 95% Strongly Agree/Agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Staff Survey Percent of staff indicating, "the school is a positive place to be." Source: Annual LCAP Survey Priority 6C	March 2024 97.7% Strongly Agree/Agree			March 2027 99% Strongly Agree/Agree	
4.5	Student Survey Percent of students indicating, "the campus is safe." Source: Annual LCAP Survey Priority 6C	March 2024 63.6% Strongly Agree/Agree			March 2027 90% Strongly Agree/Agree	
4.6	Parent Survey Percent of parents indicating, "the campus is safe." Source: Annual LCAP Survey Priority 6C	March 2024 90.4% Strongly Agree/Agree			March 2027 97% Strongly Agree/Agree	
4.7	Staff Survey Percent of staff indicating, "the campus is safe." Source: Annual LCAP Survey Priority 6C	March 2024 94.1% Strongly Agree/Agree			March 2027 99% Strongly Agree/Agree	
4.8	Student Survey Percent of students indicating, "schools are	March 2024			March 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safe, clean, and in good condition." Source: Annual LCAP Survey Priority 6C	36.2% Strongly Agree/Agree			75% Strongly Agree/Agree	
4.9	Parent Survey Percent of parents indicating, "schools are safe, clean, and in good condition." Source: Annual LCAP Survey Priority 6C	March 2024 81.6% Strongly Agree/Agree			March 2027 90% Strongly Agree/Agree	
4.10	Staff Survey Percent of staff indicating, "schools are safe, clean, and in good condition." Source: Annual LCAP Survey Priority 6C	March 2024 66.3% Strongly Agree/Agree			March 2027 90% Strongly Agree/Agree	
4.11	Student Survey Percent of students indicating, "the campus is safe." (MHSEC) Source: Annual LCAP Survey Priority 6C	March 2024 55.5% Strongly Agree/Agree			March 2027 80% Strongly Agree/Agree	
4.12	Student Survey Percent of students indicating, "the school	March 2024			March 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	has a positive school climate." (MHSEC) Source: Annual LCAP Survey Priority 6C	52.2% Strongly Agree/Agree			80% Strongly Agree/Agree	

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	Support Staff	The District will provide supplies and support staff: 7 Student Intervention Mediators, 5 Trauma Counselors, 1 Security Guard, 1 School Resource Officer, 4 Student Affairs Specialist, 24 Yard Aides, a VP of student discipline, 2 additional Psychologists, a Coordinator of Student Services	\$3,510,427.92	Yes

Action #	Title	Description	Total Funds	Contributing
		and two extra bus drivers to ensure student safety on and between all campuses.		
4.2	Training	The District will provide extra duty pay and training supplies to attend trainings such as Crisis Prevention Institute (CPI), Restorative Practice, and basic supervision for support staff in order to create safe, healthy, and supportive environments.	\$115,500.00	Yes
4.3	MTSS	The District will provide supplies and salaries for 7 counselors in order to provide MTSS to serve the social emotional needs of all students, including English Learners, Low-income and Foster Youth.	\$971,690.49	No
4.4	Education	The District will provide materials and arrange services for assemblies addressing anti-bullying and substance abuse, as well as other educational programs for both students and staff, with the goal of enhancing the overall campus climate and environment.	\$30,826.00	Yes
4.5	Safety	The District plans to enhance safety for elementary school students by installing extra lighting at all elementary school sites.	\$200,000.00	Yes
4.6	Wellness Center	The District will renovate an existing area within the High School that provides a secure and inviting space for students to meet with support staff for social and emotional support.	\$600,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	MUSD will improve student engagement to facilitate successful course completion and encourage academic and will ensure students are taught by appropriately credentialed and assigned teachers at San Joaquin High and Independent Schools.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>

An explanation of why the LEA has developed this goal.

An analysis of the CA Dashboard shows the graduation rates for San Joaquin High and Independent Schools are far below the graduation rate for the District with San Joaquin High School at 56.3% and McFarland Independent School at 58.8% compared to the District graduation rate of 94.5%. In addition, San Joaquin High School reports 41.4% fully credentialed teachers and 57.7% out of field, while McFarland Independent School has 5% fully credentialed teachers and 39.4% out of field. Both schools exhibit markedly lower percentages of fully credentialed teachers compared to the District average of 74.6% and only 2.2% out of field. After analyzing CA Dashboard data and teaching assignment monitoring outcomes from both San Joaquin and McFarland Independent Schools in collaboration with educational partners, it was determined that hiring two tutors would offer additional support for several reasons. Firstly, by providing supplementary assistance, the District aims to boost attendance and academic support, recognizing the vital role of consistent attendance in academic achievement and progress towards graduation. Secondly, the tutors will prioritize enhancing student engagement, understanding that engaged students are more likely to actively participate in their learning and maintain motivation for success. Ultimately, the goal is to ensure that students successfully complete their courses and increase graduation rates. Through targeted support in attendance and engagement, the District aims to cultivate an academic environment where students can thrive and reach their full potential and the District is dedicated to offering ongoing training personalized to meet the evolving needs of new teachers, enabling them to achieve full credentialing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Math Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard San Joaquin High School All Students: -254.4			2026 CA Dashboard San Joaquin High School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		McFarland Independent School All Students: Less than 11 students - no data -177.9 (2022)			All Students: -154 McFarland Independent School All Students: -105	
5.2	CAASPP ELA Distance from Standard (DFS) Source: CA Dashboard Priority 4A	2023 CA Dashboard San Joaquin High School All Students: -129.8 McFarland Independent School All Students: -30.3 (2022)			2026 CA Dashboard San Joaquin High School All Students: -90 McFarland Independent School All Students: -15	
5.3	Graduation Rate Source: CA Dashboard Priority 5E	2023 CA Dashboard San Joaquin High School All Students: 56.3% McFarland Independent School All Students: 58.8%			2026 CA Dashboard San Joaquin High School All Students: 76% McFarland Independent School All Students: 78%	
5.4	College and Career Indicator Percent of Students Prepared Source: CA Dashboard Priority 8	2023 CA Dashboard McFarland Independent School All Students: 5.9%			2026 CA Dashboard McFarland Independent School All Students: 12%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Less than 11 students - no individual student groups data</p> <p>San Joaquin High School All Students: 0%</p> <p>Less than 11 students - no individual student groups data</p>			<p>San Joaquin High School All Students: 10%</p>	
5.5	<p>Percent of fully credentialed teachers in K-12 grades. Source: Data Quest Priority 1A</p>	<p>San Joaquin High School Fully credentialed teachers 41.4%; Out of Field teachers 57.7%.</p> <p>McFarland Independent School Fully credentialed teachers 5%; Out of Field teachers 39.4%.</p> <p>District Average Fully credentialed 74.6%; Out of field 2.2%.</p>			<p>San Joaquin High School Fully credentialed teachers 70%; Out of Field teachers 2%.</p> <p>McFarland Independent School Fully credentialed teachers 50%; Out of Field teachers 10%.</p> <p>District Average Fully credentialed 74.6%; Out of field 2.2%</p>	

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
5.1	Instructional Support/Training	The District will provide two instructional intervention aides and the materials needed to assist students with their academic needs to increase the average of credits earned by students. In addition, provide ongoing training to meet the evolving needs of new teachers, enabling them to achieve full credentialing.	\$142,103.00	No
5.2	Supplemental Supplies/Materials	The District will provide supplemental supplies and materials aimed at enhancing student academic performance at both San Joaquin High and McFarland Independent Schools.	\$10,000.00	No

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
\$14,731,179.00	\$1,901,390

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
41.220%	14.252%	\$4,787,688.08	55.472%

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	<p>Action: Hire/Retain Teachers</p> <p>Need: The English Learner student group scored 78.1 points below the standard in English Language Arts and 101.8 points below standard in Mathematics. Additionally, the EL student group demonstrated a preparedness of 9.2 under the CCI, placing them in the</p>	<p>The District will continue to offer ongoing training tailored to the evolving needs of new teachers, ensuring they have access to the latest pedagogical strategies and resources. Additionally, we recognize the invaluable role of mentorship in nurturing and guiding educators through their early career stages. Therefore, we are allocating release time for mentoring activities and establishing a robust network of 20 - 30 mentors who will provide personalized support to</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.6 & 1.7)</p>

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
	<p>lowest performance levels in Academic Performance. Educational partners feedback from certificated personnel has indicated a shortage of experienced teachers as a barrier in meeting the academic needs of English Learners.</p> <p>Scope: LEA-wide</p>	<p>new teachers, fostering their professional growth and enhancing their job satisfaction. By investing in the development and support of our educators, we aim to cultivate a thriving teaching workforce dedicated to student success and long term commitment to the profession. This action will be provide LEA-wide because the District realizes that by investing in the development and support of our educators and cultivating a thriving teaching workforce, it will benefit all MUSD students, including English Learners and other unduplicated student groups who are struggling academically.</p>	
1.2	<p>Action: Training/Professional Development</p> <p>Need: The English Learner student group scored 78.1 points below the standard in English Language Arts and 101.8 points below standard in Mathematics. The Homeless student group scored 90.3 points below the standard in English Language Arts and 115.7 below the standard in Mathematics. Lastly, the Low Income student group scored 57.8 below the standard in English Language Arts and 91.7 points below the standard in Mathematics. Educational partners feedback from parents has indicated the need of more intervention. Moreover, administrators also indicated large gaps in education that worsen without proper core instruction and intervention.</p> <p>Scope:</p>	<p>The District realizes math, reading and English language intervention is paramount for ensuring academic success and fostering lifelong learning skills among students. Therefore, these actions will be implemented districtwide since all students are scoring below standard in English Language Arts and Mathematics. Effective intervention not only improves academic outcomes but also boosts students' confidence and self-efficacy, empowering them to overcome obstacles and reach their full potential. Ultimately, investing in math and reading intervention professional development is an investment in equipping students with the essential skills they need to thrive academically.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students using CAASPP Language and Math Assessment results as well as STAR Reading and Math. (Goal 1 Metric 1.6, 1.7, 1.19, & 1.20)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	<p>Action: Academic Support</p> <p>Need: The English Learner student group fell short by 78.1 points in English Language Arts and 101.8 points in Mathematics below standard. For the Homeless student group, they scored 90.3 points below the standard in English Language Arts and 115.7 points below in Mathematics. Lastly, the Low-Income student group scored 57.8 points below the standard in English Language Arts and 91.7 points below in Mathematics. Educational partners feedback from students has reported the need for additional support in English Language Arts and Mathematics. In addition, students indicated additional support is needed to increase college and/or career readiness.</p> <p>Scope: LEA-wide</p>	<p>The District will allocate additional academic staff, such as counselors, instructional assistants, and intervention specialists, to provide targeted support tailored to the specific needs of students. This additional support not only helps to address learning gaps and improve academic performance but also provides essential social-emotional support, mentorship, and advocacy. By prioritizing the needs of unduplicated students and investing in additional academic staff, we can create a more inclusive and supportive learning environment where every student has the opportunity to thrive and reach their full potential. This allocation of staff will be offered districtwide in response to the widespread need for academic support for all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.6, 1.7, 1.19, & 1.20)</p>
1.4	<p>Action: Supplemental Curriculum</p> <p>Need: Our CA Dashboard data indicate a need to provide supplemental research-based curriculum and supplies to enhance student achievement. With the English Learners student group scoring 78.1 points below the</p>	<p>By implementing supplemental research-based curriculum, educators can effectively target students' diverse learning needs, address learning gaps, and promote deeper understanding and mastery of academic content. Additionally, providing adequate supplies and materials ensures that students have access to the resources they need to engage actively in their learning process, fostering a supportive and</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students using CAASPP Language and Math Assessment results as well as STAR Reading and Math. (Goal 1 Metric 1.6 & 1.7)</p>

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
	<p>standard, the Homeless student student group scoring 90.3 points below the standard and the Low Income student group scoring 90.3 points below the standard in English Language Arts. In addition, the English Learners student group scored 101.8 points below the standard, the Homeless student student group scored 115.6 points below the standard and the Low Income student group scored 91.7 points below the standard in Mathematics. Educational partners feedback from certificated staff has indicated the need for ELA and Math supplemental curriculum.</p> <p>Scope: LEA-wide</p>	<p>enriching learning environment. Ultimately, investing in supplemental research-based curriculum and supplies not only enhances student achievement but also promotes equity and empowers all students to succeed academically. These actions are being implemented across the entire District to maximize their effectiveness in boosting overall academics for all students.</p>	
<p>1.5</p>	<p>Action: Instructional Technology</p> <p>Need: The English Learner student group fell short by 78.1 points in English Language Arts and 101.8 points in Mathematics below standard. For the Homeless student group, they scored 90.3 points below the standard in English Language Arts and 115.7 points below in Mathematics. Lastly, the Low-Income student group scored 57.8 points below the standard in English Language Arts and 91.7 points below in Mathematics. Feedback from educational partners, specifically classified staff, highlights the necessity for technology and innovative learning methods to equip students for college and/or career readiness.</p>	<p>By equipping each student with their own Chromebook, regardless of their socioeconomic background, we ensure that every learner has the tools they need to thrive in today's digital world. This initiative not only levels the playing field but also empowers students with the necessary resources to excel academically and develop crucial 21st-century skills. With their own device, students can engage in personalized learning experiences, access digital resources, collaborate with peers, and explore innovative educational tools. Moreover, by integrating technology seamlessly into the learning process, we prepare students for the demands of higher education and the workforce, where digital literacy and fluency are indispensable. Thus, by providing equitable access to technology and supporting our 1-to-1 initiative, we are not only preparing students for</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students using CAASPP Language and Math Assessment results as well as STAR Reading and Math. (Goal 1 Metric 1.5, 1.6, 1.7, & 1.8)</p>

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
	<p>Scope: LEA-wide</p>	<p>college and career success but also nurturing the 21st-century skills they need to thrive in an increasingly interconnected and technology-driven world. This action will be provided on a districtwide basis since there are currently multiple student groups also struggling academically.</p>	
<p>1.8</p>	<p>Action: CTE/Dual Enrollment</p> <p>Need: Only 33% of our Low-Income student group, 30% of our Homeless student group, and 5.3% of our English Learner student group have successfully met UC/CSU requirements and completed at least one CTE Pathway. Additionally, educational partners feedback from students, teachers, parents, and community members consistently highlights their strong interest and support for the implementation and expansion of dual enrollment programs and Career and Technical Education (CTE) pathways within our educational system.</p> <p>Scope: Schoolwide</p>	<p>Our District is committed to furthering the expansion of Dual Enrollment and CTE Pathways for our unduplicated student groups. To achieve this, we will appoint a dedicated CTE/Dual Enrollment Counselor and deploy eight specialized CTE Pathway Teachers, while also providing additional supplies and materials. This comprehensive strategy aims to strengthen our CTE/Dual Enrollment pathways by offering tailored guidance and instruction based on unduplicated students' unique interests and career goals. Through hands-on learning opportunities and access to advanced coursework, students will develop valuable skills and knowledge aligned with both college-level expectations and the demands of contemporary careers. This service can benefit all students, regardless of student group to which they belong but we expect for completion of UC/CSU to improve for our unduplicated students based on these efforts.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.9, 1.10, & 1.11)</p>
<p>1.9</p>	<p>Action: Professional Learning Communities (PLCs)/Data Teams</p> <p>Need: The English Learner student group fell short by 78.1 points in English Language Arts and</p>	<p>By leveraging the expertise of their colleagues and engaging in reflective dialogue, teachers can refine their instructional and student engagement techniques, integrate research-based practices, and tailor their approaches to meet the unique learning styles of their students. Additionally, PLCs promote a culture of continuous</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.9, 1.10, & 1.11)</p>

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
	<p>101.8 points in Mathematics below standard. Similarly, the Homeless student group scored 90.3 points below the standard in English Language Arts and 115.7 points below in Mathematics. Lastly, the Low-Income student group scored 57.8 points below the standard in English Language Arts and 91.7 points below standard in Mathematics. Educational partners feedback from students has indicated there is a lack of student interest in core subjects due to lack of classroom activities and student engagement opportunities.</p> <p>Scope: LEA-wide</p>	<p>improvement and accountability, ensuring that all educational partners are actively involved in the pursuit of educational excellence. As such, PLCs are not merely a desirable option but an identified imperative for fostering a collaborative and thriving learning community within school sites. This service will be provided districtwide since there has been a need to support all students academically.</p>	
<p>1.10</p>	<p>Action: Class Size</p> <p>Need: The English Learner student group scored 78.1 points below the standard in English Language Arts and 101.8 points below standard in Mathematics. The Homeless student group scored 90.3 points below the standard in English Language Arts and 115.7 below the standard in Mathematics. Lastly, the Low Income student group scored 57.8 below the standard in English Language Arts and 91.7 points below the standard in Mathematics. Feedback from educational partners, as reported by students, underscores the necessity for smaller class sizes to increase engagement with smaller class sizes</p>	<p>Students who engage in regular physical activity tend to exhibit better behavior in the classroom, including higher levels of participation and reduced behavioral issues. Engaging in physical fitness increases overall energy levels, reducing feelings of fatigue and lethargy that can negatively impact academic performance. Exercise is known to reduce stress and anxiety levels, creating a more conducive learning environment and enabling students to perform better academically. This service will be provided schoolwide since increased engagement during physical education can have a positive effect on all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 1 Metric 1.6, 1.7. 1.8)</p>

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
	<p>creating more individualized support to maximize student achievement.</p> <p>Scope: Schoolwide</p>		
<p>1.11</p>	<p>Action: Restructure/Improve Libraries</p> <p>Need: Given that only 7% of English Learner students, 12% of Low-Income Students, and 12% of Homeless students scored in the 50th percentile in STAR Reading, it is evident that our libraries require renovation and modernization into 21st-century learning centers to meet the evolving needs of students in today's educational landscape. Educational partners feedback from students has indicated challenges in reading and a demand of more reading resources.</p> <p>Scope: Schoolwide</p>	<p>By transforming libraries into 21st-century learning centers, the District not only ensures that students have access to essential tools for success in the modern world but also cultivates a culture of lifelong learning and literacy. This investment will pay dividends for students in the future, enhancing their literacy skills and fostering a passion for learning that will serve them well throughout their lives. This action will be implemented across all elementary sites because all students can benefit from the opportunities to enhance their reading skills.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students.(Goal 1 Metric 1.19)</p>
<p>3.2</p>	<p>Action: Family Nights</p> <p>Need: The data highlights a discrepancy between student perceptions of school welcomingness and parental reports of their child's anticipation for attending school. Educational partners' feedback has indicated a need for family</p>	<p>To address this gap, school sites should prioritize parent engagement initiatives, such as organizing multiple themed family nights held approximately 3-4 times per year. These events serve as invaluable opportunities to strengthen the bond between the school and its educational partners, fostering a sense of belonging and partnership. Additionally, providing materials for themed family nights allows for creative and interactive</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.14 & 3.15)</p>

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
	<p>activities and support opportunities for our unduplicated students. With only 64% of students finding school welcoming and 79.7% of parents expressing that their child looks forward to coming to school, it's evident that fostering a more inclusive and supportive school environment is essential.</p> <p>Scope: Schoolwide</p>	<p>experiences that cater to diverse interests and backgrounds, enhancing the overall engagement and enjoyment of participants. These actions are being provided on a schoolwide level since all students and families can benefit from an inclusive and supportive school environment.</p>	
<p>3.3</p>	<p>Action: Enrichment</p> <p>Need: Feedback from educational partners, particularly classified staff, has pointed to the necessity for a broader selection of elective courses available for our unduplicated students. With just 62.5% of students indicating a positive school climate and 64% expressing a sense of welcome and desire to be at school, there exists a pressing need for the District to furnish learning resources like VEX Robotics, MakerSpaces, After School Education, and the Expanded Learning Program (after-school program), as well as FAB Labs.</p> <p>Scope: LEA-wide</p>	<p>VEX Robotics programs, supported is by dedicated coaches, offer students hands-on experience with engineering and technology, fostering critical thinking, problem-solving, and teamwork skills essential for success in the 21st-century workforce. MakerSpaces provide students with creative environments to explore, innovate, and prototype ideas across various disciplines, promoting entrepreneurship and design thinking. After school programs, led by trained individuals, offer students opportunities for academic support, enrichment activities, and a safe environment during after-school hours, contributing to their holistic development and academic achievement. FAB Labs, equipped with advanced tools and resources, empower students to engage in project-based learning and explore STEAM concepts in depth, inspiring curiosity and fostering a lifelong love for learning. By investing in these learning resources, the District demonstrates its commitment to providing equitable access to high-quality education and preparing students for future success in an increasingly competitive and technology-driven world. These initiatives are</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.15 & 3.19)</p>

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
		being extended districtwide because we believe that all students can gain from enrichment opportunities.	
3.4	<p>Action: Performing Arts</p> <p>Need: With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, the involvement of parents, student engagement, and a positive school climate emerge as crucial elements in creating a thriving educational environment. Educational partners feedback from student and parent has indicated a need for activities that make students feel more connected to their educational community.</p> <p>Scope: LEA-wide</p>	Incorporating performing arts into the school curriculum can significantly enhance student attendance by creating a more welcoming and inclusive environment. Engaging in activities such as music and dance not only offers students opportunities for self-expression and creativity but also fosters a sense of belonging and community within the school. Participating in performances allows students to showcase their talents and accomplishments, leading to increased pride in their school and a desire to be present for rehearsals and events. Additionally, involvement in the performing arts often cultivates strong bonds between students and their peers, as they collaborate and support one another in their creative endeavors. Expanding these initiatives across the entire district reflects our belief in the universal benefits of engaging in performing arts for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)
3.5	<p>Action: Sports</p> <p>Need: With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, the involvement of parents, student engagement, and a positive school climate emerge as crucial elements in creating a thriving</p>	By investing in districtwide athletic opportunities, the District not only promotes physical fitness and well-being but also creates opportunities for students to develop important life skills such as teamwork, discipline, and resilience. Providing equipment, travel, and supplies ensures that all students have access to quality athletic experiences, regardless of their socioeconomic background or resources available at their school site. Moreover, athletic events serve as platforms for bringing together diverse educational partners,	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)

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
	<p>educational environment where students are excited to attend school. Feedback from educational partners, including both students and parents, has emphasized the necessity for activities that foster a stronger sense of connection among students and their families.</p> <p>Scope: LEA-wide</p>	<p>including students, parents, teachers, alumni, and community members, fostering positive relationships and building a strong sense of community pride. Expanding these actions districtwide will foster positive relationships and cultivate a strong sense of collective community spirit among all students.</p>	
<p>3.6</p>	<p>Action: Communication</p> <p>Need: With only 73.5% of parents reporting that teachers make time to discuss grades, academic successes, or areas for improvement with their students and families, and just 62.5% of students indicating a positive school climate. Feedback from educational partners highlighted challenges in achieving effective communication with families, specifically from English Learners, Foster Youth and Low Income students families.</p> <p>Scope: LEA-wide</p>	<p>It is evident that the District's efforts to provide signage, public relations consulting, and training for administrators are crucial. Effective communication is the cornerstone of building trust, fostering engagement, and maintaining positive relationships between the school District and its stakeholders. Signage serves as a visual communication tool that provides important information and updates in prominent locations, ensuring that parents, students, and community members stay informed about school events, policies, and achievements. PR consulting offers expertise in crafting compelling messages and strategies to effectively communicate the District's mission, values, and accomplishments to the wider community through various media channels, including social media, press releases, and newsletters. Additionally, training for administrators equips them with the skills and knowledge to engage in transparent, empathetic, and culturally sensitive communication practices, fostering a positive school climate and addressing concerns proactively. By providing these actions districtwide, the District demonstrates its commitment to transparency, accountability, and</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.18 & 3.19)</p>

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
		collaboration, ultimately strengthening relationships and promoting a shared sense of ownership and pride in the success of the school community for all students.	
3.7	<p>Action: Parent Training</p> <p>Need: Among the English Learner student group, 11.6% were chronically absent. Similarly, within the Low-Income student group, 14.3% were chronically absent. Additionally, 22.3% of the Homeless student group were also chronically absent. Feedback from educational partners, including parents and students, underscored the necessity for support from families beyond the school environment to improve student attendance. Responding to the demand from parents for engaging and empowering training that equips families with the skills and resources necessary for student success, the District recognizes the importance of providing consultant contracts and extra duty pay to deliver various training opportunities like Parent University, PIQE, and Parenting Partners for both staff and the community.</p> <p>Scope: LEA-wide</p>	By providing consultant contracts and extra duty pay for these training opportunities, the District demonstrates its commitment to investing in the professional development of staff and the empowerment of parents. These initiatives not only enhance the capacity of educators to effectively engage with families but also strengthen the overall school-home partnership, resulting in improved student outcomes and a more supportive and inclusive school community. Additionally, by prioritizing parent engagement, the District acknowledges the invaluable role that parents play in their children's education and ensures that they have the resources and support needed to actively participate in the educational process. While the primary goal of these actions is to enhance parental support for unduplicated students, they are being implemented districtwide to maximize parental support for all students.	We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)
3.8	<p>Action: Parent Participation</p>	To achieve this, the provision of supplies and materials to facilitate multiple opportunities for educational partners' participation at each campus	We will monitor progress for English Learners, Foster Youth, Low Income,

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
	<p>Need: Feedback from educational partners, encompassing both parents and their unduplicated students, emphasized the importance of family support extending beyond the confines of the school environment. With only 73.5% of parents reporting that teachers make time to discuss grades, academic successes, or areas for improvement with their students and families, and just 62.5% of students indicating a positive school climate, it's clear that the District needs to prioritize fostering inclusive and collaborative school communities.</p> <p>Scope: LEA-wide</p>	<p>is essential. This includes DELAC Meetings, ELAC Meetings, Open House, Parent-Teacher Conferences, Back-to-School Nights, LCAP input meetings, and Parent Committees. Supplies and materials ensure that these events are accessible and welcoming to all participants, regardless of their backgrounds or resources. They provide essential tools for communication, such as informational handouts, presentation materials, and translation services, facilitating effective engagement and understanding among diverse audiences. Additionally, by offering supplies and materials districtwide, the District demonstrates its commitment to equity and inclusion, ensuring that all educational partners have the resources they need to fully participate in the educational process benefiting all students.</p>	<p>and for all students. (Goal 3 Metric 3.18 & 3.19)</p>
<p>3.9</p>	<p>Action: Family Resource Center</p> <p>Need: With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, it's evident that parent involvement, student engagement, and a positive school climate are crucial for cultivating a thriving educational environment where students are excited to attend school. Feedback from educational partners, which includes input from both students and parents, has highlighted that insufficient resources at home serve as a barrier to student achievement.</p>	<p>By supplying the FRC with necessary resources and materials ensures that families have access to essential support services, including food assistance, clothing, school supplies, counseling, and educational workshops. These resources not only address immediate needs but also promote long-term stability, resilience, and self-sufficiency among struggling families. Moreover, by centralizing support services within the FRC, the district streamlines access to resources and eliminates barriers to participation, ensuring that all families have equitable opportunities to engage in their children's education and community life. These actions will be rolled out districtwide as the District acknowledges that these resources will be advantageous for all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)</p>

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
	<p>Scope: LEA-wide</p>		
<p>3.10</p>	<p>Action: Positive Behavioral Interventions and Supports (PBIS)</p> <p>Need: With only 55% of students looking forward to coming to school and 64% of students saying their school is welcoming and wants me there, implementing Positive Behavioral Interventions and Supports (PBIS) across three elementary sites necessitates financial investment in salaries, supplies, and training from the District for several reasons. Feedback from educational partners, encompassing input from staff, students, and parents, has underscored a focus on well-being, motivation, and engagement, as well as the issue of lacking confidence and self-belief among our unduplicated students.</p> <p>Scope: Schoolwide</p>	<p>By allocating salaries for extra duty pay, providing necessary supplies, and offering comprehensive training, the District can effectively develop and implement Positive Behavioral Interventions and Supports (PBIS) across three elementary sites. Extra duty pay incentivizes educators to actively engage in PBIS implementation, ensuring their commitment and dedication to fostering a positive school climate. Adequate supplies, including educational materials and behavioral management tools, facilitate the practical application of PBIS strategies, enabling teachers to create supportive learning environments. Moreover, thorough training equips staff members with the knowledge and skills needed to implement PBIS consistently and effectively, promoting a shared understanding of behavior expectations and intervention protocols. These actions are being implemented schoolwide to cultivate a positive school environment for all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.13 & 3.15)</p>
<p>3.11</p>	<p>Action: Community Events</p> <p>Need: With only 79.7% of parents of our unduplicated students reporting that their child looks forward to coming to school most days, but only 64%</p>	<p>Community events facilitate collaboration between schools and local organizations, businesses, and civic leaders, fostering partnerships that can enhance educational opportunities and support services for students. Ultimately, by participating in community events, schools can strengthen community ties, promote positive perceptions of</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.14 & 3.15)</p>

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	<p>of students feeling that their school is welcoming, it's crucial for the District to provide opportunities for schools to participate in community events in order to build a strong home-school connection. Feedback from educational partners, which includes input from both parents and students, highlighted the significance of family support extending beyond the school environment.</p> <p>Scope: LEA-wide</p>	<p>education, and create a supportive environment that benefits students, families, and the entire community. These actions are being rolled out districtwide to enhance parental involvement and bolster school culture among all students.</p>	
<p>3.12</p>	<p>Action: SARB (Student Attendance Review Board)</p> <p>Need: With 11.6% of the English Learner student group, 14.3% of the Low-Income student group, and 22.3% of the Homeless student group being chronically absent, it is imperative to conduct the Student Attendance Review Board (SARB) twice a month, with priority given to chronic absentees. Additionally, feedback from educational partners, particularly certificated staff, suggested that attendance is problematic, possibly because students lack motivation to attend school and may suffer from health concerns or family circumstances.</p> <p>Scope: LEA-wide</p>	<p>These frequent meetings allow for timely intervention and tailored support for students facing attendance challenges, helping to identify underlying issues such as health concerns, family circumstances, or disengagement from school. Through the SARB process, the District can collaborate with families, school staff, and community partners to develop comprehensive attendance plans and connect students and their families with appropriate resources and interventions. This proactive approach not only promotes regular school attendance but also addresses the root causes of chronic absenteeism, ultimately supporting students in achieving their academic potential and fostering a culture of attendance and engagement within the District. These actions are roll out districtwide because all students stand to gain from the dedicated allocation of resources and interventions aimed at improving attendance.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)</p>

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
<p>3.13</p>	<p>Action: Incentives</p> <p>Need: Among the English Learner student group, 11.6% experienced chronic absenteeism. Similarly, within the Low-Income student group, 14.3% faced chronic absenteeism. Additionally, 22.3% of the Homeless student group were affected by chronic absenteeism. Furthermore, just 55% of students expressing anticipation about attending school on most days and only 64% feeling their school is welcoming and wants them there. Feedback from educational partners, specifically certificated staff, has pointed out a lack of student motivation as a contributing factor to poor school attendance.</p> <p>Scope: LEA-wide</p>	<p>By investing in these resources centrally, the District demonstrates its commitment to prioritizing attendance improvement efforts, sending a clear message of support to both students and educators. Ultimately, the provision of supplies serves as a tangible manifestation of the District's dedication to fostering a positive and conducive learning environment conducive to student success. These actions will be implemented districtwide with the aim of boosting attendance rates for all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.13, 3.15 & 3.22)</p>
<p>3.14</p>	<p>Action: Training</p> <p>Need: With 11.6% of English Learner students, 14.3% of Low-Income students, and 22.3% of Homeless students classified as chronically absent, it is crucial for the District to provide training aimed at reducing chronic absenteeism, truancy, and improving overall attendance. Furthermore, feedback from educational partners, particularly students, has</p>	<p>By investing in professional development, the District empowers its workforce to navigate complex attendance issues with sensitivity, cultural competence, and a trauma-informed lens, thereby enhancing engagement, building trust, and fostering positive relationships with students and families. Furthermore, ongoing training ensures that staff remain abreast of best practices, evolving trends, and emerging research in attendance improvement, enabling them to adapt and refine their approaches to meet the evolving needs of students. Ultimately, these measures will</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.15 & 3.22)</p>

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
	<p>indicated only 64% of students agree the school is welcoming and wants them there.</p> <p>Scope: LEA-wide</p>	<p>be rolled out districtwide with the goal of increasing attendance rates for all students.</p>	
<p>3.15</p>	<p>Action: Communication</p> <p>Need: With 11.6% of English Learner students, 14.3% of Low-Income students, and 22.3% of Homeless students categorized as chronically absent, it's crucial for the District to allocate resources, including supplies and salaries, to implement school plans focused on enhancing school/parent communication regarding attendance. Additionally, feedback from educational partners, specifically certificated staff, has highlighted that not all students feel motivated, and many lack a positive attitude toward learning.</p> <p>Scope: LEA-wide</p>	<p>Through the allocation of resources for communication tools and personnel salaries, the District guarantees that schools possess the essential resources to establish effective channels of engagement with parents and guardians. This enables opportunities for home visits and other outreach efforts, facilitating timely and meaningful exchanges of information regarding attendance expectations, interventions, and available resources. Consequently, it cultivates a shared understanding of the significance of regular school attendance. Additionally, by investing in dedicated personnel to facilitate communication efforts, like family liaisons or parent coordinators, the District underscores its commitment to overcoming cultural and linguistic barriers, fostering trust, and addressing the distinctive needs of diverse families. Ultimately, the implementation of these measures will span districtwide, aiming to elevate attendance rates for every student.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.22)</p>
<p>3.16</p>	<p>Action: Extended Learning</p> <p>Need: With just 55% of our unduplicated students eager to attend school and 79.7% of parents sharing the sentiment, the District recognizes the importance of providing extended learning</p>	<p>Initiatives like Saturday School, Winter Academy, Spring Academy, Evening Credit Recovery, and supplemental 3rd Party Tutoring programs are essential for addressing diverse student needs, boosting academic achievement, and ensuring equitable access to educational support. These programs provide extra time and resources for students to reinforce learning, catch up on missed</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 3 Metric 3.13 & 3.14)</p>

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
	<p>opportunities to increase student enthusiasm for school. Feedback from administrators as educational partners has highlighted educational gaps and learning setbacks, posing challenges in English Learners, Foster Youth, and Low Income students' readiness for college and career paths.</p> <p>Scope: LEA-wide</p>	<p>coursework, or explore challenging subjects beyond regular school hours. By offering a variety of options tailored to different schedules and preferences, the District encourages greater participation and engagement among students. Furthermore, the allocation of dedicated teaching staff ensures personalized attention and targeted support, promoting academic growth and self-assurance. Additionally, the use of data-driven decision-making ensures that resources are directed to where they are most needed, maximizing the impact of these extended learning opportunities on student outcomes. Ultimately, these measures will be implemented districtwide, with the aim of fostering a greater eagerness to attend school among all students.</p>	
<p>4.1</p>	<p>Action: Support Staff</p> <p>Need: With just 62.5% of unduplicated students perceiving school as a positive place to be and a mere 63.6% feeling their campus is safe, it's evident that ensuring student safety and well-being across all campuses is of paramount importance. In addition, feedback from various educational partners, including students, certificated staff, and parents, has highlighted the necessity for social-emotional support, and counseling services for English Learners, Foster Youth, and Low Income students. Lastly, students have also indicated an increase of bullying in schools.</p> <p>Scope:</p>	<p>To address these concerns, the district's provision of supplies and support staff is indispensable. This includes roles such as Student Intervention Mediators, Trauma Counselors, Security Guards, Student Affairs Specialists, Yard Aides, a VP of student discipline, additional Psychologists, Coordinator of Student Services and additional bus drivers. These personnel and resources play a crucial role in creating a secure and supportive environment for students. Student Intervention Mediators and Trauma Counselors offer vital emotional support and intervention for students experiencing personal challenges. Security Guards help maintain a safe campus environment, while Student Affairs Specialists provide guidance and assistance in navigating academic and social issues. Yard Aides contribute to supervision and student safety during break times, and a VP of student discipline ensures fair and consistent</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.2 & 4.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	disciplinary measures are applied. Additional bus drivers help ensure safe transportation to and from school. Ultimately, these actions will be rolled out districtwide, aiming to cultivate a stronger sense of enthusiasm, safety and willingness to attend school among all students.	
4.2	<p>Action: Training</p> <p>Need: Educational partners feedback from unduplicated students has highlighted safety and well-being concerns, which encompass instances of bullying. 62.5% of students express a favorable view of school as a positive environment, while 63.6% affirm feeling secure on campus. In line with this commitment to student well-being, the District plans to offer comprehensive training programs for support staff.</p> <p>Scope: LEA-wide</p>	<p>Providing training such as Crisis Prevention Institute (CPI), Restorative Practice, and basic supervision equips support staff with essential tools and strategies to cultivate safe, healthy, and supportive environments within educational settings. CPI training empowers staff to effectively manage and de-escalate challenging situations, minimizing the risk of physical harm and fostering a calm atmosphere conducive to learning. Restorative Practice training emphasizes building and repairing relationships, enabling staff to address conflicts and disciplinary issues while promoting accountability and respect. Additionally, basic supervision training enhances staff's ability to monitor and ensure student safety during various activities, fostering an environment where students feel secure and cared for throughout their school day. Ultimately, these initiatives will be deployed districtwide, aiming to cultivate a heightened sense of enthusiasm, safety, and willingness to attend school among all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.2 & 4.5)</p>
4.4	<p>Action: Education</p> <p>Need: With only 63.6% of unduplicated students expressing feeling safe on campus and merely 62.5% considering school as a positive place, it's evident that fostering a supportive and</p>	<p>By offering comprehensive education on these critical topics, the District equips students with the knowledge, skills, and resources needed to recognize, prevent, and address instances of bullying and substance abuse, fostering a safer and more supportive school environment. Moreover, educating staff members enables them to effectively identify warning signs, intervene</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.2 & 4.5)</p>

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
	<p>nurturing campus environment is imperative for the District. Educational partners feedback from students has highlighted safety concerns at the school site, including issues such as bullying and substance abuse.</p> <p>Scope: LEA-wide</p>	<p>appropriately, and provide necessary support to students, further reinforcing a culture of care and accountability. These educational initiatives not only encourage positive behaviors and promote healthy decision-making but also foster a sense of belonging and mutual respect among all members of the school community. Ultimately, these initiatives will be implemented districtwide, aiming to create a more inclusive, welcoming, and conducive learning environment for all students.</p>	
<p>4.5</p>	<p>Action: Safety</p> <p>Need: With only 63.6% of unduplicated students feeling their campus is safe, and merely 36.2% believing their campus is safe, clean, and in good condition, it's essential to prioritize safety enhancements for elementary school students. Educational partners' feedback from students has also indicated a sense of insecurity while at school.</p> <p>Scope: Schoolwide</p>	<p>Installing extra lighting at all elementary school sites becomes imperative to promote a secure and conducive learning environment. Adequate lighting serves multiple purposes: it deters potential threats and illicit activities, enhances visibility, reduces the risk of accidents, and ensures students feel safe and supported throughout their time at school. These actions are being provided on a schoolwide basis to maximize safety for all students.</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.5 & 4.8)</p>
<p>4.6</p>	<p>Action: Wellness Center</p> <p>Need: Feedback from educational partners, including staff and students, underscores the urgent need for a dedicated center where English Learners, Foster Youth, and Low Income</p>	<p>Our District remains committed to fostering a safe and inclusive environment where students can effectively address their social and emotional needs. The introduction of the proposed Wellness Center will serve as a crucial resource, offering dedicated space for support staff to engage with students and deliver essential student support services. These actions are being provided on a</p>	<p>We will monitor progress for English Learners, Foster Youth, Low Income, and for all students. (Goal 4 Metric 4.11 & 4.12)</p>

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	<p>students can access social and emotional support in a nurturing and safe environment. Only 52.2% of our High School students view the school climate positively, and just 55.5% consider the campus safe. As a result, nearly half of the student body feels insecure and perceives the school climate negatively.</p> <p>Scope: Schoolwide</p>	<p>schoolwide basis because all students at the High School will benefit from social and emotional support.</p>	

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
<p>1.6</p>	<p>Action: English Language Learners Support</p> <p>Need: Within STAR Reading, the 3rd - 6th grade English Language student group, only 27% scored above the 50th percentile, while a mere 4% of 7th - 12th grade English Language students achieved above the 50th percentile. Furthermore, only 47.9% of English Language students are progressing towards English Language proficiency. Consequently, the STAR Reading and ELPAC Assessment underscore the challenges faced by our</p>	<p>The District is embarking on an initiative to introduce supplementary English Language Development (ELD) curriculum for students across grades K-12. Recognizing the importance of bolstering English language proficiency among students, this endeavor aims to provide additional resources and support tailored to the diverse needs of learners. Moreover, professional development opportunities will be extended to all K-12 EL teachers. Through these training sessions, educators will gain valuable insights, strategies, and tools to effectively facilitate English language development in their classrooms. By equipping teachers with enhanced skills and</p>	<p>We will monitor progress for English Learner students. (Goal 1 Metric 1.19)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learner students in both reading and writing.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>resources, the District endeavors to create a more conducive learning environment that fosters the linguistic growth and academic success of English Learner students across all grade levels.</p>	
<p>1.7</p>	<p>Action: Homeless/Foster Youth Support</p> <p>Need: Our Homeless student group demonstrated a performance deficit of 115.6 points below standard in Mathematics and 90.3 points below standard in English Language Arts. Despite efforts, both homeless and foster youth continue to face academic challenges. To provide them with enhanced support, we are committed to ensuring access to transportation, hygiene supplies, tutoring, and other essential services. Through this comprehensive approach, we aim to address their needs holistically and foster their academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Additional support and supplies staff play a crucial role in fostering the well-being of Foster Youth and the Homeless population. These individuals provide essential resources such as food, clothing, hygiene products, and shelter, addressing immediate needs for survival and comfort. Beyond material assistance, they offer emotional support, guidance, and advocacy, creating a sense of stability and belonging for vulnerable individuals. By connecting them with available services, such as healthcare, education, and employment opportunities, support staff empower these populations to build brighter futures.</p>	<p>We will monitor progress for Homeless/Foster Youth students. (Goal 1 Metric 1.6, 1.7, & 1.8)</p>
<p>3.1</p>	<p>Action: Support Staff</p> <p>Need: Feedback from educational partners, including certificated personnel, highlights a shortage of resources as a barrier to meeting the academic needs of English Learners. A</p>	<p>By offering translation services, language assistance, and culturally sensitive communication strategies, these support staff members empower non-English speaking families to actively participate in their children's education. Moreover, they serve as advocates for these families within the school community, promoting a welcoming and inclusive environment where all voices are heard</p>	<p>We will monitor progress for English Learners. (Goal 3 Metric 3.14 & 3.18)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>significant 79.7% of parents report that their child eagerly anticipates school on most days, with 73.5% acknowledging teachers' efforts in scheduling discussions about grades, academic achievements, and areas for improvement. Enhancing parent involvement and communication, particularly with non-English speaking families of English Learner (EL) students, necessitates the deployment of 6-7 support staff members. These dedicated individuals act as bridges, effectively overcoming language and cultural barriers. Their crucial role involves facilitating meaningful exchanges between the school and parents, ensuring that essential information reaches all families, regardless of language proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>and valued. Investing in such support staff is essential not only for fostering stronger school-home partnerships but also for promoting equity and ensuring that every EL student receives the support they need to thrive academically and socially.</p>	

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.

N/A

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.

To enhance and expand the services we offer to our unduplicated students, we are making significant additions to our student support personnel. Specifically, we are creating new positions for seven student intervention mediators and five trauma counselors. These roles are

crucial for addressing the diverse needs of our students, providing targeted interventions, and supporting those who have experienced trauma. (Goal 4, Action 1)

Furthermore, we are committed to ensuring the safety and well-being of our students on campus. To achieve this, we are increasing our yard duty positions to 24. These staff members will be responsible for maintaining safe environments on our playgrounds and crosswalks, ensuring that students have secure spaces for recreation and transit. (Goal 4, Action 1)

Recognizing the importance of behavioral support and mentorship, we have hired two additional Student Affairs Specialists. These specialists will focus on behavioral intervention, support, and mentoring, helping students navigate challenges and succeed academically and personally. Additionally, we have added one more psychologist to our team, enhancing our capacity to provide comprehensive mental health support (Goal 4, Action 1).

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	1 to 57
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 20

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	\$35,738,113.00	14,731,179.00	41.220%	14.252%	55.472%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$19,525,734.08	\$405,603.00	\$0.00	\$3,135,470.43	\$23,066,807.51	\$12,932,868.09	\$10,133,939.42

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	Hire/Retain Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$123,672.62	\$36,000.00	\$10,000.00	\$0.00	\$0.00	\$149,672.62	\$159,672.62	
1	1.2	Training/Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	\$72,230.00	\$202,825.32	\$11,000.00	\$0.00	\$0.00	\$264,055.32	\$275,055.32	
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,561,222.44	\$0.00	\$3,241,890.78	\$0.00	\$0.00	\$319,331.66	\$3,561,222.44	
1	1.4	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,653,646.61	\$2,538,646.61	\$0.00	\$0.00	\$115,000.00	\$2,653,646.61	
1	1.5	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,338,000.00	\$1,338,000.00	\$0.00	\$0.00	\$0.00	\$1,338,000.00	
1	1.6	English Language Learners Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annually	\$98,464.69	\$65,000.00	\$33,464.69	\$0.00	\$0.00	\$130,000.00	\$163,464.69	
1	1.7	Homeless/Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Annually	\$208,073.83	\$20,000.00	\$187,833.55			\$40,240.28	\$228,073.83	

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)											
1	1.8	CTE/Dual Enrollment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College 9-12	Ongoing	\$1,116,532.02	\$239,945.55	\$1,167,584.62	\$0.00	\$0.00	\$188,892.95	\$1,356,477.57	
1	1.9	Professional Learning Communities (PLCs)/Data Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	\$31,200.00	\$568,950.00	\$568,950.00	\$0.00	\$0.00	\$31,200.00	\$600,150.00	
1	1.10	Class Size	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College	Annually	\$157,653.86	\$0.00	\$157,653.86				\$157,653.86	
1	1.11	Restructure/Improve Libraries	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Horizon Elementary School, Browning Rd. STEAM Academy, and McFarland High School	3 Years	\$0.00	\$1,500,000.00	\$1,500,000.00				\$1,500,000.00	
2	2.1	Training/Professional Development	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School K-3	Annually	\$4,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,820.00	\$4,820.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Response to Intervention (RTI)	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School K-3	Annually	\$388,000.00	\$13,000.00	\$0.00	\$0.00	\$0.00	\$401,000.00	\$401,000.00	
2	2.3	Supplemental Curriculum	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary, and Kern Avenue Elementary School K-3	Annually	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$40,000.00	
2	2.4	Kindergarten Readiness	All	No			Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	Ongoing	\$5,400.00	\$13,500.00				\$18,900.00	\$18,900.00	
3	3.1	Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$435,869.19	\$10,000.00	\$445,869.19	\$0.00	\$0.00	\$0.00	\$445,869.19	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Family Nights	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School, McFarland Junior High School	Ongoing	\$0.00	\$6,500.00	\$6,500.00	\$0.00	\$0.00	\$0.00	\$6,500.00	0
3	3.3	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$137,848.03	\$244,803.42	\$135,126.12	\$0.00	\$0.00	\$247,525.33	\$382,651.45	
3	3.4	Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$365,289.63	\$153,388.12	\$463,990.35			\$54,687.40	\$518,677.75	
3	3.5	Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$891,218.61	\$1,233,822.60	\$2,125,041.21	\$0.00	\$0.00	\$0.00	\$2,125,041.21	
3	3.6	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$473,550.00	\$473,550.00	\$0.00	\$0.00	\$0.00	\$473,550.00	
3	3.7	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,760.36	\$28,000.00	\$6,260.36	\$0.00	\$0.00	\$25,500.00	\$31,760.36	
3	3.8	Parent Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,543.39	\$3,600.00	\$54,143.39	\$0.00	\$0.00	\$0.00	\$54,143.39	
3	3.9	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$294,483.57	\$12,190.00	\$306,673.57	\$0.00	\$0.00	\$0.00	\$306,673.57	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy , Horizon Elementary School, and Kern Avenue Elementary School	Ongoing	\$4,141.42	\$31,900.00	\$36,041.42	\$0.00	\$0.00	\$0.00	\$36,041.42	
3	3.11	Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$16,304.90	\$16,304.90	\$0.00	\$0.00	\$0.00	\$16,304.90	
3	3.12	SARB (Student Attendance Review Board)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$41,047.97	\$2,500.00	\$43,547.97				\$43,547.97	
3	3.13	Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	\$0.00	\$57,000.00	\$57,000.00				\$57,000.00	
3	3.14	Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,857.76	\$9,566.50	\$12,424.26				\$12,424.26	
3	3.15	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	\$25,926.55	\$36,900.00	\$62,826.55				\$62,826.55	
3	3.16	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$330,611.14	\$124,500.00	\$186,806.76			\$268,304.38	\$455,111.14	
4	4.1	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	\$3,486,810.52	\$23,617.40	\$3,505,427.92	\$0.00	\$0.00	\$5,000.00	\$3,510,427.92	
4	4.2	Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,500.00	\$102,000.00	\$112,000.00	\$3,500.00	\$0.00	\$0.00	\$115,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	MTSS	All	No			All Schools	Ongoing	\$971,690.49	\$0.00		\$150,000.00	\$0.00	\$821,690.49	\$971,690.49	
4	4.4	Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,826.00	\$21,176.00	\$0.00	\$0.00	\$9,650.00	\$30,826.00	
4	4.5	Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	1 Year	\$0.00	\$200,000.00	\$100,000.00	\$100,000.00			\$200,000.00	
4	4.6	Wellness Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College	1 Year	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	
5	5.1	Instructional Support/Training	All	No			Specific Schools: San Joaquin High School and McFarland Independent School	Annually	\$110,000.00	\$32,103.00		\$142,103.00			\$142,103.00	
5	5.2	Supplemental Supplies/Materials	All	No			Specific Schools: San Joaquin High School and McFarland Independent	Annually	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

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
							School									

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
\$35,738,113.00	14,731,179.00	41.220%	14.252%	55.472%	\$19,525,734.08	0.000%	54.636 %	Total:	\$19,525,734.08
								LEA-wide Total:	\$15,290,786.75
								Limited Total:	\$667,167.43
								Schoolwide Total:	\$3,567,779.90

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	Hire/Retain Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.2	Training/Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
1	1.3	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,241,890.78	
1	1.4	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,538,646.61	
1	1.5	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,338,000.00	
1	1.6	English Language Learners Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$33,464.69	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$187,833.55	
1	1.8	CTE/Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College 9-12	\$1,167,584.62	
1	1.9	Professional Learning Communities (PLCs)/Data Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$568,950.00	
1	1.10	Class Size	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College	\$157,653.86	
1	1.11	Restructure/Improve Libraries	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Horizon Elementary School, Browning Rd. STEAM Academy, and McFarland High School	\$1,500,000.00	
3	3.1	Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$445,869.19	
3	3.2	Family Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School, McFarland Junior High School	\$6,500.00	
3	3.3	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,126.12	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$463,990.35	
3	3.5	Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,125,041.21	
3	3.6	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$473,550.00	
3	3.7	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,260.36	
3	3.8	Parent Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,143.39	
3	3.9	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$306,673.57	
3	3.10	Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	\$36,041.42	
3	3.11	Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,304.90	
3	3.12	SARB (Student Attendance Review Board)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,547.97	
3	3.13	Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,000.00	
3	3.14	Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,424.26	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.15	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,826.55	
3	3.16	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,806.76	
4	4.1	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,505,427.92	
4	4.2	Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,000.00	
4	4.4	Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,176.00	
4	4.5	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Browning Road STEAM Academy, Horizon Elementary School, and Kern Avenue Elementary School	\$100,000.00	
4	4.6	Wellness Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McFarland High School Early College	\$600,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$20,345,112.63	\$20,436,969.98

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	Hire/Retain teachers	Yes	\$150,772.62	\$161,336.75
1	1.2	Training/PD	Yes	\$269,555.32	\$318,377.59
1	1.3	Academic Support	Yes	\$4,386,629.15	\$3,784,638.22
1	1.4	Curriculum	Yes	\$1,162,551.01	\$546,466.57
1	1.5	Technology	Yes	\$1,150,000.00	\$1,289,151.23
1	1.6	EL Support	Yes	\$149,844.18	\$395,537.70
1	1.7	H/FY Support	Yes	\$678,471.89	\$447,784.57
1	1.8	CTE/Dual Enrollment	Yes	\$1,405,599.11	\$1,687,695.93
1	1.9	PLC/Data Teams	Yes	\$568,950.00	\$713,279.97
1	1.10	Class Size	Yes	\$197,242.84	\$447,940.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Kindergarten Readiness	No	\$18,900.00	\$6,299.20
1	1.12	Summer/Inter-Session	Yes	\$431,840.61	\$4,213,291.21
1	1.13	Expand/Improve Libraries	Yes	\$3,323,083.06	\$0
2	2.1	Training/PD	No	\$4,820.00	\$5,318.88
2	2.2	RTI	No	\$17,320.00	\$13,652.63
2	2.3	Supplemental Curriculum	No	\$75,170.00	\$27,269.69
3	3.1	Support Staff	Yes	\$416,091.38	\$385,712.25
3	3.2	Family Nights	Yes	\$6,500.00	\$6,856.84
3	3.3	Enrichment	Yes	\$507,651.81	\$380,956.81
3	3.4	Performing Arts	Yes	\$759,118.26	\$717,162.91
3	3.5	Sports	Yes	\$1,229,633.28	\$1,326,470.19
3	3.6	Communication	Yes	\$223,300.00	\$219,790.83
3	3.7	Training	Yes	\$48,350.00	\$56,932.27
3	3.8	Participation	Yes	\$2,242.00	\$3,735.19

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	3.9	FRC	Yes	\$284,728.87	\$378,813.91
3	3.10	PBIS	Yes	\$194,322.26	\$192,089.20
3	3.11	Community	Yes	\$5,750.00	\$10,976.57
4	4.1	Support Staff	Yes	\$1,315,363.75	\$1,755,356.68
4	4.2	Training	No	\$2,841.59	\$51,206.51
4	4.3	Maintenance	No	\$248,000.00	\$0
4	4.4	MTSS	Yes	\$859,313.99	\$680,948.32
4	4.5	Digital Citizenship	No	\$10,000.00	\$0
4	4.6	Education	Yes	\$22,044.00	\$27,421.16
5	5.1	SARB	Yes	\$41,564.10	\$21,462.25
5	5.2	Incentives	Yes	\$37,000.00	\$39,051.98
5	5.3	Training	Yes	\$6,721.00	\$9,133.12
5	5.4	Mentors	No	\$76,000.00	\$76,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.5	Communication	Yes	\$57,826.55	\$38,851.93

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)
\$14,805,023.00	\$17,260,851.36	\$12,382,236.29	\$4,878,615.07	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	Hire/Retain teachers	Yes	\$1,100.00	\$1,106.34		
1	1.2	Training/PD	Yes	\$5,500.00	\$41,822.17		
1	1.3	Academic Support	Yes	\$4,084,116.96	\$3,405,723.18		
1	1.4	Curriculum	Yes	\$1,047,551.01	\$389,873.67		
1	1.5	Technology	Yes	\$1,150,000.00	\$1,230,254.63		
1	1.6	EL Support	Yes	\$19,844.18	\$28,827.20		
1	1.7	H/FY Support	Yes	\$639,561.05	\$379,903.02		
1	1.8	CTE/Dual Enrollment	Yes	\$1,225,865.35	\$1,049,923.66		
1	1.9	PLC/Data Teams	Yes	\$537,750.00	\$697,650.00		
1	1.10	Class Size	Yes	\$150,670.66	\$140,923.56		
1	1.12	Summer/Inter-Session	Yes	\$171,110.61	\$165,944.75		
1	1.13	Expand/Improve Libraries	Yes	\$3,323,083.06	\$0		

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	Support Staff	Yes	\$416,091.38	\$385,712.25		
3	3.2	Family Nights	Yes	\$6,500.00	\$6,856.94		
3	3.3	Enrichment	Yes	\$266,543.01	\$227,473.90		
3	3.4	Performing Arts	Yes	\$705,965.14	\$660,821.20		
3	3.5	Sports	Yes	\$1,229,633.28	\$1,311,885.08		
3	3.6	Communication	Yes	\$223,300.00	\$162,752.18		
3	3.7	Training	Yes	\$22,850.00	\$500.00		
3	3.8	Participation	Yes	\$2,242.00	\$3,735.19		
3	3.9	FRC	Yes	\$284,728.87	\$352,615.77		
3	3.10	PBIS	Yes	\$194,322.26	\$191,549.32		
3	3.11	Community	Yes	\$5,750.00	\$10,976.57		
4	4.1	Support Staff	Yes	\$1,310,363.75	\$1,406,053.77		
4	4.4	MTSS	Yes	\$80,903.14	\$10,533.38		
4	4.6	Education	Yes	\$12,394.00	\$10,345.35		
5	5.1	SARB	Yes	\$41,564.10	\$21,223.10		
5	5.2	Incentives	Yes	\$37,000.00	\$39,051.98		
5	5.3	Training	Yes	\$6,721.00	\$8,523.71		
5	5.5	Communication	Yes	\$57,826.55	\$39,674.42		

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)
\$33,592,349.00	\$14,805,023.00	7.04%	51.113%	\$12,382,236.29	0.000%	36.860%	\$4,787,688.08	14.252%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 \(California Legislative Information\)](#);

- **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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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