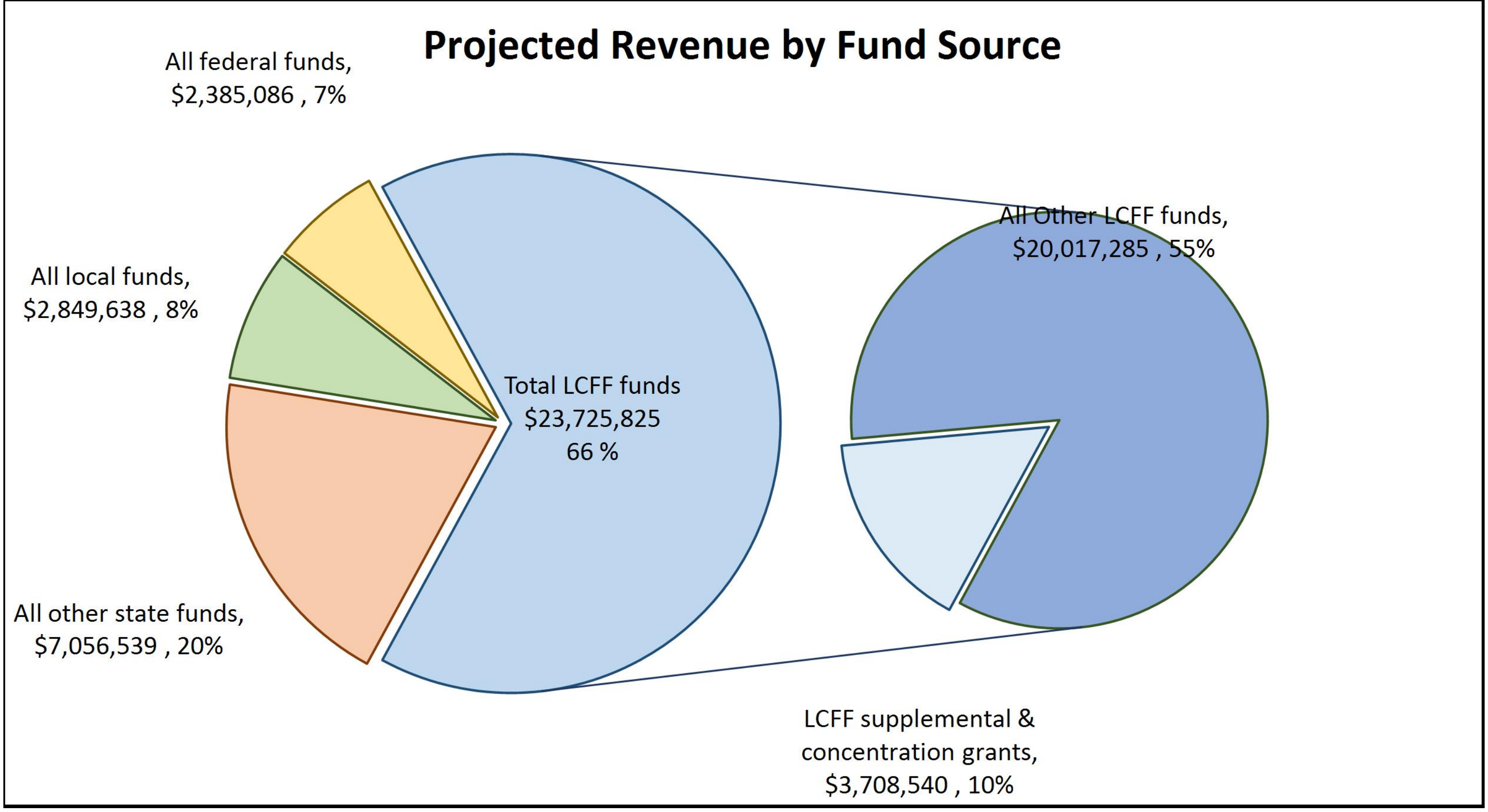
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Empire Unified School District
CDS Code: 37682130000000
School Year: 2026-27
LEA contact information:
Dr. Patrick Keeley
Superintendent
patrick.keeley@meusd.org
(619) 473-9022

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

Budget Overview for the 2026-27 School Year

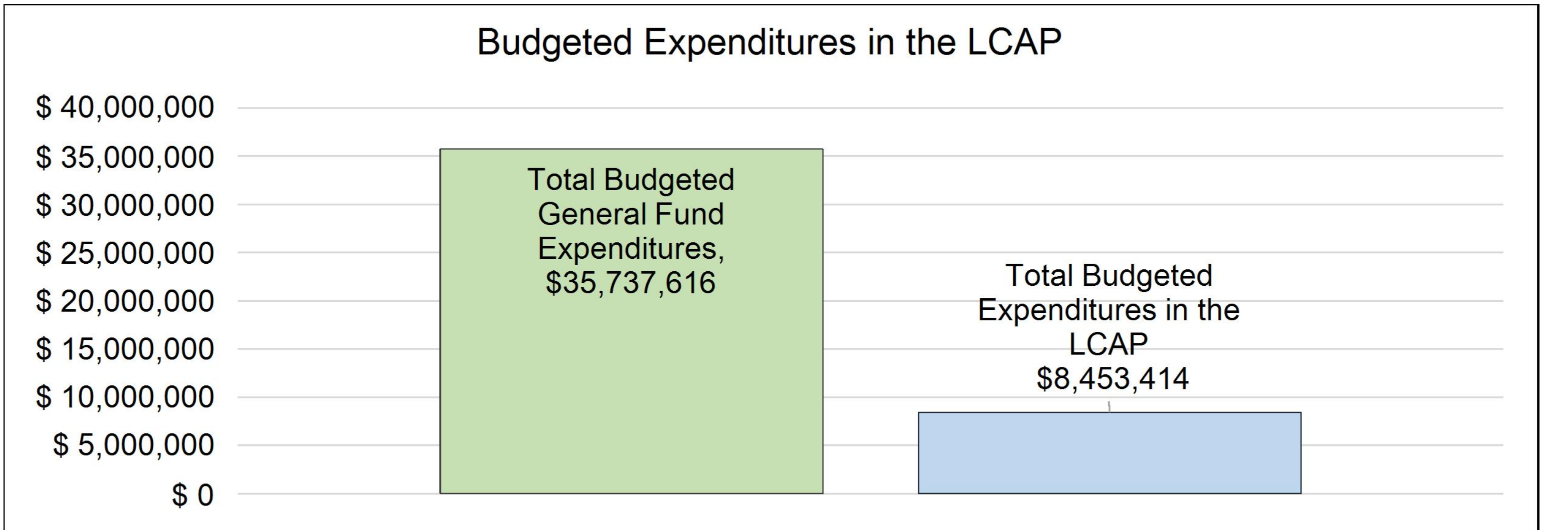


This chart shows the total general purpose revenue Mountain Empire Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Empire Unified School District is $36,017,088, of which $23,725,825.00 is Local Control Funding Formula (LCFF), $7,056,539.00 is other state funds, $2,849,638.00 is local funds, and $2,385,086.00 is federal funds. Of the $23,725,825.00 in LCFF Funds, $3,708,540 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 Mountain Empire Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain Empire Unified School District plans to spend $35,737,616.00 for the 2026-27 school year. Of that amount, $8,453,414.00 is tied to actions/services in the LCAP and $27,284,202 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

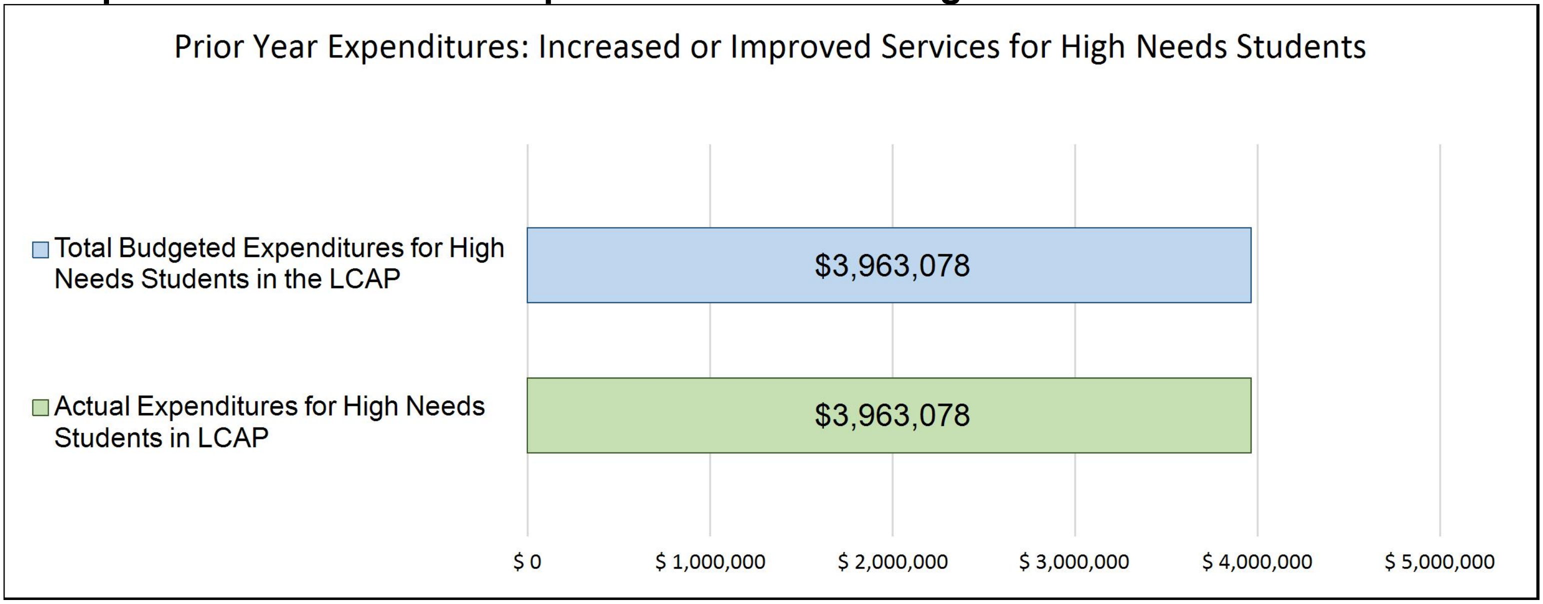
Expenditures not included in the LCAP include the districts base program.

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

In 2026-27, Mountain Empire Unified School District is projecting it will receive $3,708,540 based on the enrollment of Foster Youth, English learner, and low-income students. Mountain Empire Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Empire Unified School District plans to spend $3,708,540.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Mountain Empire Unified School District's LCAP budgeted $3,963,078.00 for planned actions to increase or improve services for high needs students. Mountain Empire Unified School District actually spent $3,963,078.00 for actions to increase or improve services for high needs students in 2025-26.

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
Mountain Empire Unified School District	Dr. Patrick Keeley Superintendent	patrick.keeley@meusd.org (619) 473-9022

Plan Summary [2026-27]

General Information

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

The Mountain Empire Unified School District (MEUSD) spans over 660 square miles in the southeasternmost region of San Diego County, bordered by Baja California, Mexico to the south and Imperial County to the east. Set amidst mountainous terrain ranging from 2,500 to 6,000 feet in elevation, MEUSD serves a geographically dispersed and resilient community, educating approximately 1,700 students from toddler preschool through grade 12.

This rural context presents unique challenges, such as limited access to broadband internet, long transportation routes, and barriers to healthcare access. However, it also cultivates close-knit relationships, a deep sense of community, and the opportunity for personalized learning environments.

Our student population is diverse and culturally vibrant: 64.6% identify as Hispanic, 25.7% as White, 4.2% as American Indian or Alaska Native, 4.1% as Two or More Races, 0.9% as African American, 0.3% as Asian, and 0.3% as Filipino. MEUSD supports 16.3% of students as English Learners, 8.5% have been Reclassified Fluent English Proficient (RFEP), and 11.7% are identified as Long-Term English Learners (LTELs). Additionally, 53.8% of students qualify for free or reduced-price meals.

MEUSD takes a whole-child approach, integrating academic, behavioral, and social-emotional supports to address the diverse needs of our students. This work is grounded in robust partnerships with families and staff, with systems designed for early identification, tiered intervention, and collaborative problem-solving to ensure meaningful outcomes for every learner—especially those historically underserved.

Our long-term strategy is guided by the Portrait of a Graduate, Portrait of an Adult, and Systems Portrait—three visionary frameworks that define the knowledge, skills, and mindsets we aim to develop across our learning community. These portraits inform our LCAP goals, shaping the actions and metrics that move us toward equity and excellence.

To further address equity, Hillside Jr. Sr. High and Sunrise High have been designated as Equity Multiplier schools due to non-stability rates exceeding 25% and socioeconomically disadvantaged enrollment over 70%. Each school will have a dedicated Equity Multiplier Focus Goal based on the California School Dashboard data and informed by educational partner input at the school site.

Reflections: Annual Performance

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

Mountain Empire Unified School District (MEUSD) continues to utilize California School Dashboard data, local assessment results, and educational partner feedback to evaluate progress and identify areas requiring continued improvement. The district's Differentiated Assistance work originated from the 2023 California School Dashboard, which identified persistent performance challenges across multiple state indicators, including English Language Arts (ELA), Mathematics, Chronic Absenteeism, Suspension Rates, and English Learner Progress. Student groups identified for focused improvement included American Indian students, English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students experiencing homelessness.

Since that identification, MEUSD has implemented a series of systemic improvement efforts focused on Multi-Tiered Systems of Support (MTSS), literacy and mathematics instruction, attendance improvement, social-emotional learning, family engagement, and targeted interventions for identified student groups. Through ongoing collaboration with the San Diego County Office of Education (SDCOE), district leadership, site administrators, teachers, counselors, and community partners have worked to strengthen instructional systems, improve student supports, and create more coherent intervention structures across all schools.

Several indicators demonstrate meaningful progress since the district's initial identification for Differentiated Assistance. Districtwide suspension rates declined from 6.9% in 2023–24 to 5.4% in 2025–26, while chronic absenteeism improved from 43% at baseline to 34% during the current year. Significant reductions were also observed among several student groups experiencing chronic absenteeism, including American Indian students, whose rate declined from 69.5% to 44.8%, and White students, whose rate declined from 33.4% to 22.2%. Family engagement systems expanded substantially through the implementation of districtwide communication platforms, increased stakeholder engagement opportunities, and personalized family support structures. The district also continued to expand Community Schools implementation and strengthen partnerships with tribal education departments and community agencies.

Academic indicators demonstrate areas of both progress and continued need. Reading achievement, measured through Renaissance STAR, increased from 23.5% of students reading at or above grade level at baseline to 40% by the end of 2025–26. Mathematics performance remained relatively stable, increasing from 36% to 39.2% of students at or above grade level. Alternative education programs demonstrated significant improvement in graduation outcomes and ELA achievement through targeted interventions, individualized learning plans, and expanded counseling support. However, mathematics achievement remains a significant districtwide challenge, particularly at the secondary level and among historically underserved student groups. Root cause analysis conducted through the Differentiated Assistance process identified instructional coherence, curriculum implementation, assessment practices, attendance, and student engagement as continuing areas requiring focused attention.

Throughout 2025–26, the district continued implementing its MTSS framework and worked closely with SDCOE to strengthen instructional leadership, data analysis practices, and continuous improvement systems. Technical assistance activities included a districtwide mathematics improvement initiative, root cause analysis of secondary mathematics outcomes, refinement of classroom observation and feedback systems, and ongoing development of intervention structures aligned with student needs. These efforts directly informed the development of the district's 2026–27 LCAP and the refinement of Goals 2, 3, 4, and 5.

The district also continued leveraging Learning Recovery Emergency Block Grant (LREBG) resources to support student recovery and long-term improvement efforts. During the 2024–25 school year, the district fully expended its original LREBG allocation to support learning recovery initiatives and student interventions. Following the May Revision, MEUSD received an additional LREBG allocation for 2025–26, which was utilized to partially support counseling services at Mountain Empire High School in conjunction with Title IV, Part A funding. This investment helped sustain student access to attendance interventions, graduation monitoring, academic counseling, social-emotional supports, and college and career planning services.Looking ahead to 2026–27, LREBG funds will continue to partially support counseling services at Mountain Empire High School in conjunction with Title IV, Part A funding, identified in Goal 3, Action 3.6, and monitored through metrics 3.9, 3.11 - 3.18, 4.5, 4.6, and 4.11.

While the district has demonstrated measurable improvement in attendance, graduation outcomes, family engagement, literacy performance, and suspension rates, Dashboard data and local measures continue to highlight the need for sustained focus on mathematics achievement, English Learner outcomes, student engagement, and school climate. As a result, MEUSD will continue strengthening MTSS implementation, expanding targeted academic interventions, enhancing professional learning systems, investing in counseling and student support services, and deepening partnerships with families and community organizations. These efforts are intended to ensure that all students, particularly those identified through Dashboard performance indicators, have access to equitable opportunities, high-quality instruction, and the comprehensive supports necessary for long-term success.

Reflections: Technical Assistance

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

Mountain Empire Unified School District’s (MEUSD) journey in Differentiated Assistance has continued to evolve through deepened collaboration with the San Diego County Office of Education (SDCOE). The partnership remains central to the district’s strategic efforts to reduce performance disparities and strengthen systems of support across academic, behavioral, and engagement domains.

The Differentiated Assistance Team includes the Director of Education and Instructional Services, Director of Human Resources and Special Education, site leaders from Mountain Empire High and Director of Student Services and site leader of Hillside Jr. Sr. High and Sunrise Continuation High School, the Community Schools Coordinator, and a dedicated SDCOE Differentiated Assistance Coach. Together, the team conducts ongoing analysis and planning aligned with Dashboard performance indicators, LCAP goals, and continuous improvement cycles.

Key Technical Assistance Activities (2025–26):

- Data Review and Systems Analysis: During the fall of 2025, the Differentiated Assistance Leadership Team and SDCOE examined multiple data sources related to student achievement and engagement, with a particular focus on mathematics performance. Discussions included student classroom achievement, attendance trends, staffing capacity in English Language Arts and Mathematics, and curriculum implementation challenges.

- Focused Improvement Area Selection: In January 2026, the team identified mathematics instructional practices in grades 7–12 as the primary area for focused improvement based on student outcome data and ongoing educational partner discussions.

- Root Cause Analysis: In February 2026, the team conducted a comprehensive Root Cause Analysis to better understand factors contributing to low mathematics performance. Six areas were identified for further investigation:

1. Human Resources and staffing, including ensuring adequate levels of mathematics instructional expertise;
2. Identification and use of meaningful formative assessments informed by student performance data;
3. Student and adult mindsets regarding mathematics, including perceptions of relevance and attainability;
4. Leadership capacity, including support structures for classroom observation and instructional feedback;
5. Consistency of curriculum implementation across grades 7–12; and
6. System structures, including vertical alignment and the impact of previous district priorities on instructional coherence.

- Priority Areas for Improvement: Following the Root Cause Analysis process, the district and SDCOE partnership team prioritized two areas for continued investigation and action:

1. Strengthening curriculum coherence and alignment across grades 7–12; and
2. Expanding professional learning opportunities for mathematics teachers to improve instructional practice and student outcomes.

Ongoing Partnership and Capacity Building: MEUSD has expressed interest in participating in the SDCOE Curriculum and Instruction Mathematics Network beginning in Fall 2026 to further strengthen mathematics instruction through regional collaboration, professional learning, and sharing of best practices. The MEUSD and SDCOE Differentiated Assistance Team will continue its improvement planning efforts, with the next partnership meeting scheduled for June 12, 2026.

In addition to this mathematics-focused work, MEUSD continues to implement districtwide initiatives identified through prior Differentiated Assistance cycles, including Multi-Tiered System of Supports (MTSS), Community Schools implementation, literacy improvement efforts, and the integration of special education improvement planning into the district's continuous improvement framework. These efforts support the district's ongoing commitment to improving outcomes for student groups experiencing the greatest disparities in achievement and engagement.

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.

No schools in Mountain Empire Unified School District are currently identified for Comprehensive Support and Improvement (CSI) under the California School Dashboard criteria.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Input was gathered throughout the 2025–26 school year through districtwide LCAP surveys, site staff meetings, Strategic Planning Committee meetings, MTSS Leadership Team meetings, Portrait of a Graduate (PoG) Committee meetings, Community Engagement Initiative (CEI) meetings, Differentiated Assistance planning meetings, and regular Board of Education meetings. Teachers also provided feedback through professional learning communities, curriculum committees, and school climate surveys.
Other School Personnel	Input was gathered throughout the 2025–26 school year through districtwide LCAP surveys, classified staff meetings, Strategic Planning Committee meetings, CEI meetings, MTSS meetings, PoG Committee meetings, site-based planning meetings, and regular Board of Education meetings. Classified staff also provided feedback regarding student supports, attendance barriers, school climate, and operational needs.
Principals and District Administrators	Input was gathered through four district budget development meetings conducted during the 2025–26 school year, School Plan for Student Achievement (SPSA) review meetings, Federal Program Monitoring (FPM) review sessions, MTSS Leadership Team meetings, Differentiated Assistance meetings, Strategic Planning Committee meetings, and regular Board of Education meetings. These meetings focused on reviewing student performance data, staffing needs, budget priorities, and LCAP alignment.
Local Bargaining Units (CSEA, META)	Input was gathered throughout the 2025–26 school year through Strategic Planning Committee meetings, labor-management

Educational Partner(s)	Process for Engagement
	collaboration meetings, district budget development meetings, regular Board of Education meetings, and districtwide LCAP surveys. Bargaining unit representatives provided feedback regarding employee recruitment and retention, professional development, working conditions, and student support services.
Parent Advisory Committee	Input was gathered through the Spring 2026 Annual LCAP Survey, School Site Council meetings, Parent Advisory Committee meetings, Community Schools meetings, Strategic Planning Committee meetings, Indian Education Alliance meetings, DELAC meetings, and Board of Education meetings. Parents provided feedback regarding communication, school safety, attendance, student supports, academic priorities, and family engagement opportunities
Parents and Families	Input was gathered through the Spring 2026 Annual LCAP Survey, School Site Council meetings, parent engagement events, Community Schools outreach activities, DELAC meetings, Indian Education Alliance meetings, and regular Board of Education meetings. Families provided feedback regarding communication systems, school climate, facilities, student safety, attendance, academic supports, and postsecondary opportunities.
Parents and Families of Students of Exceptional Needs	Input was gathered through the Spring 2026 Annual LCAP Survey, IEP meetings, East County SELPA meetings, School Site Council meetings, DELAC meetings, Indian Education Alliance meetings, and Board of Education meetings. Families provided feedback regarding inclusion, counseling services, intervention supports, transportation, and access to specialized services.
Students	Student input was gathered through the California Healthy Kids Survey (CHKS), SEL surveys, student empathy interviews, counseling meetings, alternative education planning meetings, Strategic Planning Committee workgroups, and districtwide surveys conducted during the 2025–26 school year.
District English Learner Advisory Committee (DELAC)	Input was gathered through DELAC meetings held throughout the 2025–26 school year. The LCAP was presented and discussed at DELAC meetings, and multilingual families provided feedback regarding communication, translation services, English Learner supports, attendance, and academic programming.

Educational Partner(s)	Process for Engagement
Indian Education Alliance Committee	Input was gathered through Indian Education Alliance meetings conducted throughout the 2025–26 school year in partnership with local tribal education departments and tribal leadership. The LCAP was presented and discussed at these meetings, and families provided feedback regarding academic achievement, attendance, cultural responsiveness, family engagement, and Native American student supports.
East County SELPA	Input was gathered through East County SELPA public meetings, Comprehensive Improvement Monitoring (CIM) activities, progress monitoring meetings, and special education planning discussions throughout the 2025–26 school year.
Hillside Jr. Sr. High & Sunrise High Educational Partners	Input was gathered through the Spring 2026 Annual LCAP Survey, student and family meetings, counseling conferences, alternative education planning meetings, School Site Council meetings, student empathy interviews, and Strategic Planning Committee workgroups. Additional Equity Multiplier feedback was collected from students, staff, parents, and guardians regarding graduation readiness, literacy intervention, counseling services, attendance supports, career exploration opportunities, and school connectedness.

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

The 2026–27 Local Control and Accountability Plan (LCAP) was developed through an extensive engagement process conducted throughout the 2025–26 school year. Feedback was gathered from teachers, classified staff, administrators, bargaining unit representatives, students, parents, tribal partners, advisory committees, community organizations, and educational partners connected to the district's Equity Multiplier schools. The district utilized LCAP survey results, committee recommendations, student and family feedback, MTSS discussions, strategic planning meetings, budget development sessions, and Differentiated Assistance activities to identify priorities and refine actions and expenditures within the adopted LCAP.

Several common themes emerged from educational partner feedback, including the need for stronger communication systems, improved school safety and facilities, increased student engagement, expanded academic intervention supports, enhanced professional learning opportunities, and additional resources for attendance improvement and student well-being.

Goal 1: Transparent Parent and Family Engagement: Parents, families, DELAC representatives, School Site Councils, and the Indian Education Alliance consistently requested more accessible communication, expanded opportunities for participation, increased translation services, and stronger connections between families and school resources. Families also expressed interest in having a centralized location where they could access community resources and support services. As a result, the district:

- Added Action 1.7 Bilingual Staff Support to improve communication and interpretation services for multilingual families.

- Transitioned to ParentSquare as the districtwide communication platform to provide more consistent and predictable communication.
- Continued development of the Family Resource Center to increase access to community resources, parent workshops, and family support services.
- Expanded opportunities for family engagement and stakeholder feedback through Community Schools and site-based events.

Goal 2: Building Tomorrow: Staff, parents, students, and community members identified concerns related to facility conditions, school safety, campus maintenance, employee retention, and professional learning needs. Survey responses and public feedback highlighted concerns regarding campus cleanliness, deferred maintenance, supervision, and the need to support staff working in specialized instructional settings. As a result, the district:

- Increased focus on site-based facilities and maintenance support.
- Revised Action 2.1 to include expanded professional development related to district communication systems, data platforms, and instructional technology.
- Added Action 2.5 to provide targeted instructional support, assessment release time, mentoring, and specialized professional learning opportunities, including supports for English Learner instruction and alternative education staff.
- Continued investments in employee recruitment, retention, and recognition efforts.

Goal 3: Inclusive and Collaborative Professional Learning: Teachers, administrators, MTSS Leadership Team members, and labor partners emphasized the need for stronger onboarding systems, increased mathematics support, improved literacy interventions, English Learner instructional training, and greater access to professional learning aligned with student achievement needs. As a result, the district:

- Continued implementation of MTSS-aligned professional learning systems.
- Expanded mathematics and literacy professional development opportunities.
- Added Reading Specialist credentialing supports and coaching structures.
- Increased investments in assessment systems, instructional resources, intervention programs, and data analysis tools.
- Added Action 3.7 to strengthen access to core and supplemental instructional resources, intervention programs, and dedicated instructional support systems.

Goal 4: Social Emotional Learning: Families, staff, and students identified attendance, school connectedness, school safety, mental health supports, and student engagement as critical areas of need. Educational partners emphasized the importance of strengthening relationships, reducing barriers to attendance, and providing students with meaningful opportunities to connect learning to real-world experiences. As a result, the district:

- Continued implementation of the districtwide SEL framework and Wayfinder curriculum.
- Maintained counseling services and attendance intervention supports across school sites.
- Continued SEL-focused professional development and MTSS implementation efforts.
- Added Action 4.5, Experiential Learning and Applied Student Engagement, to provide place-based learning experiences, outdoor education opportunities, career exploration activities, and other engagement strategies designed to improve attendance, school connectedness, and student motivation.

Goal 5: Equity Multiplier Focus Goal: Targeted consultation occurred with students, staff, parents, and guardians connected to Hillside Jr. Sr. High and Sunrise High, the district's Equity Multiplier schools. Educational partners identified several priority needs, including individualized academic support, graduation monitoring, literacy intervention, counseling services, attendance support, career exploration opportunities, and greater recognition of student achievement and growth. This feedback directly influenced the development of Goal 5 and resulted in:

- Continued implementation of Family Intake Meetings (Action 5.1) and Family Planning Meetings (Action 5.2).
- Expansion of Redhawk Academy (Action 5.3) to provide targeted literacy intervention, credit recovery support, and individualized academic mentoring.
- Formalization of counseling services as a dedicated Equity Multiplier action (Action 5.4) to support attendance, graduation monitoring, and student engagement.
- Addition of Academic Recognition and Awards (Action 5.5) to celebrate student growth and reinforce academic achievement.
- Addition of Community-Based Experiential Learning (Action 5.6) to expose students to college, career, and workforce opportunities while increasing school connectedness and postsecondary readiness.

The district prioritized these actions because educational partners consistently identified graduation readiness, literacy achievement, attendance, student engagement, and postsecondary planning as critical needs for students attending Hillside Jr. Sr. High and Sunrise High.

Overall, educational partner feedback played a significant role in shaping the 2026–27 LCAP. The adopted goals, actions, services, and expenditures reflect the district's commitment to addressing identified student needs through collaborative decision-making, continuous improvement, and equitable allocation of resources.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Mountain Empire Unified School District (MEUSD) aims to achieve an increase in active engagement from community members and families in school governance and decision-making processes, as measured by participation rates in surveys, public meetings, and volunteer activities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

During the district's educational partner engagement process, families suggested that the district expand its efforts to more effectively communicate and operationalize the unified district strategic vision, emphasizing the importance of goal setting and perseverance in achieving success. This input was pivotal in shaping Mountain Empire Unified School District's (MEUSD) goal to enhance transparent engagement and cultivate strong community connections by 2029. The goal aligns with MEUSD's commitment to fostering supportive relationships built on trust and commitment, which are crucial for the holistic development of every community member.

Specifically, recent survey responses indicated that families want more streamlined communication channels, clearer progress monitoring metrics, and easily accessible digital platforms to track district and student milestones.

By focusing on increasing transparent engagement, MEUSD aims to ensure that all stakeholders are not only informed but actively involved in the educational processes and decisions. This approach is intended to create a collaborative environment where feedback and community participation lead to better decision-making and more effective educational outcomes. It reflects a strategic move to make the district more accessible and responsive to the needs of its community, thereby reinforcing the importance of shared goals and collective efforts in realizing the district’s vision. This goal is a direct response to community feedback and an embodiment of MEUSD's dedication to strengthening the educational partnership through trust, transparency, and committed action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number/percentage of reachable families	Email Reachability: 61.5%	• Email Reachability: 82%	• Email Reachability: 84%	Email Reachability: 92%	• Email Reachability:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Aeries/Catapult Connect Reports	Text Reachability: 69.5% (May 2024 Catapult Connect Report)	• Text Reachability: 89% (May 2025 Catapult Connect Report)	• Text Reachability: 97% (May 2026 Catapult Connect Report)	Text Reachability: 92%	increased by 22.5 percentage points • Text Reachability: increased by 27.5 percentage points
1.2	Number of Family Institute workshops and trainings annually Data Source: Local Reports	2023-24: 5 Family Institute Workshops 2 Early Literacy Family Nights 2 Tribal Community Early Literacy Family Nights	2024-25: • 0 Family Institute Workshops • 6 Family Literacy Events • 0 Tribal Community Early Literacy Family Nights • ParentGuidance.org • 1 Superintendent's Book Club Events	2025-26: • 7 Family Institute Workshops 0 Early Literacy Family Nights 0 Tribal Community Early Literacy Family Nights	Calendar of 10 Family Institute Workshops-Trainings annually	• Increased Family Institute Workshops by 2 events • Decrease of 2 Family Literacy Events • Decrease of 2 Tribal Community Early Literacy Family Nights
1.3	Number/percentage of families of unduplicated students and students with exceptional needs	No Baseline Data Available - New Metric	Campo: 10 Clover Flat: unknown Descanso: 15	Campo: 28 Clover Flat: 6 Descanso: 29 Potrero: 49	Increase participation of families of unduplicated	Campo: +18 Clover Flat: +6 Descanso: +14 Potrero: +42

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participating in Family Institute classes (i.e., Math night, reading night, college preparedness, college/career information, Kindergarten preparedness, "helping your child at home," parenting classes, Family Financial Awareness, etc.) Data Source: Local Attendance Reports-Sign In Sheets		Potrero: 7 Hillside Jr. Sr. High/Sunrise: 7 MEJH: 15 MEHS: 4 (New baseline established in 2024-25)	Hillside Jr. Sr. High/Sunrise: 1 MEJH: 30 MEHS: 20 (2025-26)	students and families of students with exceptional needs in Parent/Family Workshops by 10% each year.	Hillside Jr. Sr. High/Sunrise: -6 MEJH: +15 MEHS: +16
1.4	Participation Rate Metrics: Number/Percentage of participation in school level surveys and school level meetings. Data Source: Local Attendance Reports-Sign In Sheets	2023-24: School Surveys: Campo Elementary = 21 Families Clover Flat Elementary = 6 Families Descanso Elementary = 29 Families Potrero Elementary = 48 Families Mountain Empire Junior High = 30 Families Hillside Jr. Sr. High = 0 Families Sunrise High = 1 Family Mountain Empire High School = 20 Families School Meetings: Campo Elementary = 18 Families	School Surveys: • Campo Elementary = 21 Families • Clover Flat Elementary = 6 Families • Descanso Elementary = 29 Families • Potrero Elementary = 49 Families • Mountain Empire Junior	School Surveys: • Campo Elementary = 28 Families • Clover Flat Elementary = 6 Families • Descanso Elementary = 29 Families • Potrero Elementary = 49 Families • Mountain Empire Junior	Increase in participation rates in surveys, meetings, and volunteer programs by 50% relative to baseline year 2024.	School Surveys: • Campo Elementary = Increased • Clover Flat Elementary = Maintained • Descanso Elementary = Maintained • Potrero Elementary = Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Clover Flat Elementary = 2 Families Descanso Elementary = 49 Families Potrero Elementary = 21 Families Mountain Empire Junior High = 84 Families Hillside Jr. Sr. High = 1 Family Sunrise High = 1 Family Mountain Empire High School = 42 Families	High = 30 Families • Hillside Jr. Sr. High = 0 Families • Sunrise High = 1 Family • Mountain Empire High School = 20 Families School Meetings: • Campo Elementary = 18 Families • Clover Flat Elementary = 2 Families • Descanso Elementary = 49 Families • Potrero Elementary = 21 Families • Mountain Empire Junior	High = 30 Families • Hillside Jr. Sr. High = 0 Families • Sunrise High = 1 Family • Mountain Empire High School = 20 Families School Meetings: • Campo Elementary = 14 Families • Clover Flat Elementary = 2 Families • Descanso Elementary = 49 Families • Potrero Elementary = 5 Families • Mountain Empire Junior		by 1 Family • Mountain Empire Junior High = Maintained • Hillside Jr. Sr. High = Maintained • Sunrise High = Maintained • Mountain Empire High School = Maintained School Meetings: • Campo Elementary = Decreased by 4 families • Clover Flat Elementary = Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			High = 84 Families • Hillside Jr. Sr. High = 1 Family • Sunrise High = 1 Family • Mountain Empire High School = 42 Families (2024-25)	High = 84 Families • Hillside Jr. Sr. High = 1 Family • Sunrise High = 1 Family • Mountain Empire High School = 42 Families (2025-26)		• Descanso Elementary = Increased by 1 Family • Potrero Elementary = Maintained • Mountain Empire Junior High = Maintained • Hillside Jr. Sr. High = Maintained • Sunrise High = Maintained • Mountain Empire High School = Maintained
1.5	Feedback Utilization: % of community feedback to be visibly integrated into district decision-making processes.	No Baseline Data Available - New Metric	60% of community feedback to be visibly integrated into district decision-making processes.	65% of community feedback to be visibly integrated into district decision-making processes.	80% of community feedback to be visibly integrated into district decision-making processes	Increase of 5 percentage points from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Reports		(New baseline established in 2024-25)			
1.6	Volunteer Program Success: Achieve a yearly increase of 10% in registered volunteers and volunteer hours contributed to the district. Data Source: Local Reports	No Baseline Data Available - New Metric	2024-25: Campo: 30 Clover Flat: 0 Descanso: 5/32 Potrero: 0/12 Hillside Jr. Sr. High/Sunrise: 0 MEJH:4 MEHS: 15 (New baseline established in 2024-25)	Campo: 52 Clover Flat: 0 Descanso: 24 Potrero: 29 Hillside Jr. Sr. High/Sunrise: 0 MEJH: 5 MEHS: 11	Each School Site will have 10 registered volunteers with active volunteer hours.	Campo: Increased by 22 Volunteers Clover Flat: Maintained Descanso: Declined by 8 Volunteers Potrero: Increased by 17 Volunteers Hillside Jr.Sr.High/Sunrise: Maintained MEJH: Increased by 1 Volunteer MEHS: Decreased by 4 Volunteers
1.7	Number/percentage of parents completing the annual district LCAP survey to provide input into decisions for the district and schools	2023-24: 69/4.9% of parents completed the annual district LCAP survey	2024-25: 0% of parents completed the annual district LCAP survey	2025-26: 92/5.6% of parents completed the annual district LCAP survey	100% of parents will complete the annual district LCAP survey	Increase of 0.7% of participation in annual district LCAP survey
1.8	School Climate Survey results in the area of school safety and feeling of connectedness	Families - School Connectedness: 84% School Safety: 78% Agree/Strongly Agree (2023-24)	Not Available (N/A) – Family survey was not administered during the 2024–25 school year; therefore, no outcome data were collected. (2024-25)	Families: • School Connectedness: 85.8% • School Safety: 67% Agree/Strongly Agree (2025-26)	School Connectedness = 70% School Safety - 70% (Agree or Strongly Agree)	School Connectedness = Increased by 1.8 percentage points School Safety = Decreased by 11 percentage points

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district prioritized strengthening transparent communication, stakeholder engagement, and family partnerships through the implementation of Goal 1 actions. Overall, most actions were fully implemented, although several actions experienced partial implementation due to shifts in engagement strategies and limitations in participation tracking systems.

Action 1.1 – Expand Communication Channels: Fully Implemented
This action was fully implemented through the continued use of multiple communication platforms, including monthly district newsletters, weekly school newsletters, social media platforms, and the district website. Communication platform analytics demonstrated strong implementation, with email reachability reaching 84% and text message reachability increasing to 97%, a six-percentage-point increase from baseline (Metric 1.1). The district also maintained strong communication transparency through its stakeholder feedback processes, contributing to an 86% rate of community feedback being visibly incorporated into district decision-making (Metric 1.5) and an annual LCAP survey participation rate of 85.6% (Metric 1.7).

Action 1.2 – Regular Community Consultations: Partially Implemented
This action was partially implemented because community consultation opportunities were provided throughout the year, but implementation differed from the original design. Rather than emphasizing quarterly centralized town halls and recurring districtwide workshops, the district shifted toward site-based engagement opportunities, including Family Financial Literacy Night, Grandparents Day events, and Career Technical Education and community partner presentations. While these events expanded the diversity of engagement opportunities available to families, Family Institute Workshops decreased by five events and Tribal Community Early Literacy Nights were not offered during the year (Metric 1.2). Implementation outcomes varied across school sites. Mountain Empire Junior High increased survey participation to 30 families and maintained participation by 64 families at school meetings; however, Campo Elementary experienced a decline of four families attending meetings compared to prior levels (Metric 1.4). The district was also unable to implement planned participation tracking for families of unduplicated pupils and students with exceptional needs because attendance reporting and registration systems lacked the functionality necessary to collect disaggregated participation data (Metric 1.3). Despite these implementation challenges, community consultation efforts continued to support stakeholder voice and engagement, as evidenced by an 86% feedback incorporation rate (Metric 1.5), an 85.6% LCAP survey participation rate (Metric 1.7), increased volunteer participation (Metric 1.6), and school connectedness ratings of 85.8% (Metric 1.8).

Action 1.3 – Strengthen Volunteer Programs: Fully Implemented
This action was fully implemented through ongoing efforts to recruit, engage, and recognize community volunteers. Site records from Campo Elementary documented an increase of 22 active volunteers during the school year (Metric 1.6). Volunteer participation supported increased family involvement in school activities and contributed to maintaining positive perceptions of school connectedness, which increased to 85.8% (Metric 1.8).

Action 1.4 – Feedback and Response System: Fully Implemented

This action was fully implemented through the continued collection, review, and communication of stakeholder feedback. The district utilized surveys, community engagement activities, and governance processes to gather input and communicate resulting actions. District records indicated that 86% of stakeholder feedback was visibly reflected in district decision-making processes (Metric 1.5), while annual LCAP survey participation remained strong at 85.6% (Metric 1.7). While demographic participation tracking remained limited due to system constraints (Metric 1.3), the district successfully maintained transparent feedback processes and communication loops throughout the year.

Action 1.5 – Family Resource Center: Partially Implemented
This action was partially implemented because the district established and began utilizing the Family Resource Center space; however, the center has not yet reached full operational capacity as originally envisioned. During the 2025–26 school year, the facility was used for professional learning opportunities and community college courses, creating a foundation for future family and community services. Implementation differed from the original plan because facility improvements and maintenance projects required additional time to ensure the space was safe, functional, and welcoming for regular community use.

Action 1.6 – Community Engagement Initiative (CEI): Fully Implemented
This action was fully implemented during the final year of the district's participation in CEI Cohort V. CEI activities supported stakeholder engagement, feedback collection, volunteer participation, and family consultation efforts throughout the school year. As planned, the district's participation concluded at the end of the 2025–26 school year. Consequently, this action will be discontinued in the 2026–27 LCAP and replaced with new strategies designed to address identified engagement needs. Several factors influenced implementation during the year. The district intentionally redirected resources toward site-based engagement opportunities rather than maintaining a larger number of centralized workshops. Additionally, technical limitations within attendance reporting and registration systems prevented the collection of disaggregated participation data for targeted student groups. Annual LCAP survey feedback also identified concerns regarding campus facilities, maintenance, supervision, restroom accessibility, and school safety procedures. These implementation findings informed the district's decision to discontinue CEI participation following cohort completion and introduce Action 1.7, Bilingual Staff Support, in the 2026–27 LCAP to expand meaningful engagement opportunities and access for multilingual families.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the actions associated with this goal. All actions were implemented substantially as described in the adopted LCAP, and expenditures remained aligned to planned investments. There were also no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for contributing actions associated with this goal.

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

Actions 1.1, 1.3, and 1.4 were effective in strengthening district-family communication, increasing transparency, and expanding opportunities for stakeholder participation. Progress was demonstrated through increased communication reach, continued stakeholder participation in district and site engagement activities, and positive results on measures related to school connectedness and family engagement (Metrics 1.1, 1.2, and 1.3). These actions supported ongoing communication between schools and families by providing consistent access to information, opportunities for input, and avenues for volunteer participation.

Action 1.2 supported family engagement through workshops, family learning events, parent education opportunities, and site-based engagement activities. Metric 1.3 indicates that the district expanded the number of family engagement opportunities available to families compared to the baseline year. However, participation tracking systems were not sufficient to consistently monitor engagement among unduplicated student groups and students with exceptional needs. As a result, the district is unable to fully determine the extent to which these activities increased participation among targeted student populations.

Action 1.5 focused on strengthening relationships with Tribal families and community partners. While partnerships remained in place, the discontinuation of Tribal Community Early Literacy Nights resulted in fewer targeted engagement opportunities for Tribal families than were available during the baseline year. The district identified a need to strengthen outreach efforts and develop more consistent opportunities for participation among Tribal educational partners.

Action 1.6 addressed family perceptions of school climate and safety through communication regarding facility improvements, campus needs, and district advocacy efforts. Despite these efforts, Metric 1.4 showed a decline in family perceptions of school safety. These results suggest that while families were informed of long-term improvement efforts, concerns regarding immediate campus conditions, supervision, and safety practices remain. Additional actions will be necessary to improve family confidence in school safety.

Overall, Goal 1 actions were effective in expanding communication systems, maintaining stakeholder engagement, and increasing opportunities for family participation. Analysis of Metrics 1.1 through 1.4 also identified the need for stronger participation tracking, more targeted outreach to underrepresented groups, and additional support for multilingual families. These findings informed the addition of Action 1.7, Bilingual Staff Support, which is intended to increase access to information, strengthen communication with multilingual families, and improve participation in district and school engagement opportunities.

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

Based on implementation outcomes, stakeholder feedback, and annual metric review, the district will make the following changes to Goal 1 for the 2026–27 school year:

1. Discontinue Action 1.6 – Community Engagement Initiative (CEI): The district's participation in CEI Cohort V concluded during the 2025–26 school year. Lessons learned through the cohort have been incorporated into districtwide family engagement practices and community schools implementation efforts.

2. Add Action 1.7 – Bilingual Staff Support: In response to identified communication and access barriers for multilingual families, the district will provide bilingual stipends for qualified classified staff at school sites and the district office. These staff members will provide translation and interpretation services during parent meetings, workshops, academic counseling sessions, 504 meetings, and IEP meetings to increase meaningful family participation and engagement.

3. Transition to ParentSquare as the Unified Communication Platform: Based on the effectiveness of existing communication systems and the need for greater consistency across schools, the district will implement ParentSquare as the primary districtwide communication platform.

This change is intended to streamline communication, improve accessibility, and ensure consistent messaging across district, site, classroom, and program levels.

4. Expand Community Schools and Family Engagement Infrastructure: Based on mixed results from centralized workshop models, Community Schools personnel will coordinate regularly scheduled parent meetings, family workshops, and community engagement opportunities designed to increase participation and strengthen two-way communication between families and schools.

5. Continue Development of the Family Resource Center: Because the Family Resource Center was only partially implemented during 2025–26 due to facility improvement and maintenance needs, the district will continue development of the center as a centralized hub for family services, community resources, adult education opportunities, and family engagement activities, including continued partnership opportunities with Cuyamaca College and community agencies.

6. Improve Participation Tracking and Data Systems: In response to the district's inability to disaggregate participation data for families of unduplicated pupils and students with exceptional needs during 2025–26, attendance reporting and registration processes will be revised to improve participation tracking and support future analysis of engagement outcomes for targeted student groups.

7. Address School Safety and Climate Concerns Identified Through Parent Feedback: Annual survey results indicated a decline in family perceptions of school safety. In response, the district will review facility maintenance priorities, campus supervision practices, campus access procedures, and communication regarding safety-related improvements. The district will continue to provide regular updates regarding facility improvements and campus safety efforts while addressing concerns identified through stakeholder feedback.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expand Communication Channels:	Implement and maintain multiple communication platforms, including monthly district newsletters, weekly school newsletters, social media profiles, and an enhanced website to ensure accessibility and transparency in information sharing.	$133,399.00	Yes
1.2	Regular Community Consultations:	Establish quarterly town-hall meetings and focus groups involving community members, parents, students, and staff to discuss district policies, initiatives, and projects.	$139,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Strengthen Volunteer Programs:	Develop and promote a structured volunteer program by creating clear opportunities for community involvement in classrooms, extracurricular activities, and school events, including annual recognition celebration.	$12,813.00	Yes
1.4	Feedback and Response System:	Introduce a standardized system for collecting feedback from community activities and publicly sharing the actions taken in response, to demonstrate accountability and responsiveness.	$74,383.00	Yes
1.5	Family Resource Center:	In order to address the increased need for wrap-around services for low-income students, the district's Community Schools Coordinator will partner with local community agencies to establish a family resource center that provides families with access to community-based services related to social and emotional development, mental health, physical health, student engagement, as well as housing and food insecurities.	$50,456.00	Yes
1.6	Community Engagement Initiative (CEI) - Discontinued for 2026-27	This action has been discontinued for the 2026–27 school year as the LEA’s participation in CEI Cohort V concluded at the end of the 2025–26 school year, and the LEA will not participate in a subsequent cohort.	$0.00	No
1.7	Bilingual Staff Support (New in 2026-27)	To ensure meaningful engagement and access for multilingual families, the district will provide bilingual stipends to qualified staff (classified) at school sites and the district office. These staff members will provide real-time translation and interpretation during IEP meetings, academic counseling sessions, 504 meetings, and parent workshops (e.g., FAFSA nights, A-G requirements).	$44,550.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Mountain Empire Unified School District (MEUSD) will achieve a significant enhancement in educational quality by revitalizing educational facilities and developing an innovative employee recruitment and retention plan.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

MEUSD developed this goal to address two critical and interrelated needs identified through ongoing strategic planning and educational partner engagement: the modernization of school facilities and the improvement of employee recruitment and retention systems.

Up-to-date, secure, and well-designed educational facilities are essential for supporting student learning, improving operational efficiency, and ensuring safe environments for all students and staff. Many MEUSD sites face aging infrastructure and limitations that hinder the delivery of a 21st-century education. This goal includes the planning and preparation for significant capital improvements, such as the replacement of the district’s high school and assessments of additional school sites to access state facilities hardship funding.

Simultaneously, MEUSD recognizes that educational quality is deeply connected to workforce stability. This goal includes actions that invest in teacher development through induction programs, ongoing training, and professional recognition. By building an innovative recruitment and retention strategy, the district aims to ensure that every student is supported by a highly qualified and committed staff.

The recent approval of a $4.6 million planning grant by the State Allocation Board validates MEUSD’s long-term advocacy and opens the door to transformational facility upgrades. This funding will allow the district to develop comprehensive plans for new construction and begin engineering assessments to support additional site improvements.

Together, these facility and workforce strategies represent a unified commitment to improving learning environments and educational outcomes for all students. This goal supports MEUSD’s broader vision of becoming a district where high-quality teaching and modern infrastructure work hand in hand to create the conditions for success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number/percentage of appropriately assigned teachers and fully credentialed Data Source:	88.07% of teachers appropriately assigned and fully credentialed	83% of teachers are appropriately assigned and fully credentialed	90% new teachers are appropriately assigned and fully credentialed	100% of teachers are appropriately assigned and fully credentialed	Increase of 7 percentage points
2.2	Number/percentage of new teachers or administrators enrolled in an Induction Program Data Source: Local Reports	10/10=100% of new teachers enrolled in an Induction Program 2/3=67% of new administrators enrolled in an induction program.	10/11 = 91% of new teachers are enrolled in an Induction Program. 3/3 = 100% of administrators are enrolled in an Induction Program (2024-25)	100% teachers enrolled in an Induction Program 1/1 = 100% of administrators enrolled in an Induction Program	100% of new teachers or administrators enrolled in an Induction Program	• New Teachers: increased 9 percentage points • New Administrators: Maintained
2.3	Employee Retention Rate Data Source: Local Reports	84% Employee Retention Rate (2023-24)	88% Employees Retained from 2023/24 to 2024/25 school year. (2024-25)	90% employees retained from previous year	90% Employee Retention Rate	Maintained
2.4	Annual Staff Climate Survey data Data Source: Annual Educator CHKS Survey Data	Teachers/Staff - School Connectedness: 91% School Safety: 85% Agree/Strongly Agree (2023-24)	Teachers/Staff: • School Connectedness: 89% • School Safety: 89% Agree/Strongly Agree (2024-25)	Teachers/Staff: • School Connectedness: 50.5% • School Safety: 34% Agree/Strongly Agree (2025-26)	Staff report 70% School Connectedness, and 70% School Safety	• School Connectedness: Decline of 38.5 percentage points • School Safety: Decline of 55 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Number/percentage of Williams Uniform Compliant Facilities Data Source: FIT Report	3/7 = 43% of schools earned a good or better on the FIT (2023-24) Campo = Fair 84.53% Potrero = Poor 74.28% Alt Ed = Fair 89.27% MEHS = 43.68%	5/7 = 71.4% of schools earned a good or better on the FIT Report. • Campo = 72% POOR • Potrero: 80.67% FAIR • Alt Ed = 72.01% POOR • MEHS: 77.09% FAIR	2/7 = 28.5% of schools earned a good or better on the FIT Report. • Campo 72.5% POOR • Potrero: 86.05% FAIR • Alt Ed: 72.01% POOR • MEHS: 73.33% POOR	100% of schools earn a good or better on the FIT Report.	• Campo: Declined12.03 percentage points • Potrero: Improved 11.77 percentage points • Alt Ed: Declined 17.26 percentage points • MEHS: Increased 29.65 percentage points
2.6	Number of Community School Safety Planning Meetings Data Source: Local Attendance Records- Agendas, Sign In Sheets	1 districtwide Community School Safety meeting in 2023-24.	1 districtwide Community School Safety meeting in 2024-25	1 districtwide Community School Safety (Cell Phone Policy) Survey 7 site based meetings for Comprehensive School Safety Plans	At least 2 districtwide Community School Safety Planning meetings per school year.	Maintained number of districtwide Community School Safety Planning meetings per school year. Increased number of site based meetings for CSSP.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, MEUSD prioritized strengthening foundational learning conditions through employee recruitment and retention efforts, facility maintenance and improvement projects, strategic advocacy for capital funding, and employee recognition initiatives. Overall, Actions 2.1, 2.3, and 2.4 were fully implemented, while Action 2.2 was partially implemented due to ongoing facility maintenance challenges and the age of district infrastructure.

Action 2.1 – Highly Qualified Teachers: Fully Implemented
This action was fully implemented through ongoing recruitment, retention, induction, and professional learning efforts. Site and district leadership regularly reviewed staffing needs and implemented strategies to attract and retain qualified employees. Eligible teachers participated in induction programs and received release time for mentor collaboration, while mentor teachers received professional development and support. Staff were also provided access to technology tools and training opportunities, including Canva, ParentSquare, Aeries, and, where appropriate, Gemini Pro to support instructional planning, communication, and data analysis. These efforts strengthened professional capacity and supported employee retention and effectiveness.

Action 2.2 – District Facilities: Partially Implemented
This action was partially implemented because the district successfully conducted required safety inspections, fire inspections, and Facilities Inspection Tool (FIT) reviews; however, maintaining consistent facility conditions that met the district's target remained a challenge. During the 2025–26 school year, only 2 of 7 school sites (28.5%) earned a rating of Fair, Good, or better on the FIT Report, while the remaining sites continued to receive Poor ratings. Site-level FIT results included Campo (72.5% Poor), Clover Flat (130.39% Poor), Descanso (58.64% Poor), Potrero (86.05% Fair), and Mountain Empire High School (73.33% Poor). Compared to baseline conditions, Potrero improved by 11.77 percentage points and Mountain Empire High School improved by 29.65 percentage points, while Campo declined by 12.03 percentage points. These results indicate that facility improvement efforts produced progress at some sites but were not sufficient to consistently improve facility conditions across the district. Aging facilities, deferred maintenance needs, limited staffing capacity, and the scope of infrastructure improvements required continued to affect implementation. In response, the district began dedicating specific facilities and maintenance personnel to provide increased organization, oversight, and site-level support to address identified deficiencies and improve overall facility conditions.

Action 2.3 – Engaging Partners: Fully Implemented
This action was fully implemented through the development and maintenance of partnerships and communication channels focused on facility improvement and funding opportunities. District leadership, including the Superintendent, High School Administration, and Director of Facilities, participated in meetings, conferences, and advocacy efforts with contractors, vendors, elected officials, and state agencies. Travel and conference resources were utilized to support these efforts, including visits to Sacramento to advocate for facility funding and infrastructure improvements that support long-term district needs.

Action 2.4 – Employee Recognition: Partially Implemented

This action was partially implemented because the district successfully conducted districtwide and site-based employee recognition activities, including staff appreciation events, awards, meals, and recognition programs designed to support morale and employee engagement. Funds were utilized as planned to support these activities. However, implementation outcomes did not fully align with the intended objective of improving staff perceptions of connectedness and safety. Staff survey results indicated School Connectedness declined to 50.5%, representing a decrease of 38.5 percentage points from baseline, while School Safety declined to 34%, representing a decrease of 55 percentage points from baseline. These results suggest that while employee recognition activities were implemented, additional strategies are needed to address broader factors influencing staff morale, connectedness, workplace culture, and perceptions of safety.

Overall, implementation of Goal 2 actions strengthened employee support systems, maintained compliance with facility inspection requirements, expanded advocacy efforts for future facility improvements, and promoted employee engagement through recognition activities. Facility condition improvements remain an ongoing area of focus due to the age of district facilities and continued maintenance needs.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the actions associated with this goal. All actions were implemented substantially as described in the adopted LCAP, and expenditures remained aligned to planned investments. There were also no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for contributing actions associated with this goal.

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

Action 2.1 – Highly Qualified Teachers
This action was effective in supporting staff recruitment, retention, induction, and appropriate assignment of certificated personnel. Metric 2.1 showed an increase from 83% in 2024–25 to 90% in 2025–26 in the percentage of appropriately assigned and fully credentialed teachers, representing an increase of seven percentage points from the baseline. Metric 2.2 demonstrated continued success in supporting new employees, with 100% of eligible new teachers and administrators participating in an Induction Program. Metric 2.3 also showed improvement, as employee retention increased from a baseline of 84% to 90% and met the district's Year 3 target one year early. These results indicate that recruitment efforts, induction supports, mentoring, professional learning opportunities, and employee support systems contributed to maintaining a qualified workforce and improving employee retention.

Action 2.2 – District Facilities
This action was partially effective. The district completed all required fire, safety, and Facilities Inspection Tool (FIT) inspections and continued facility maintenance and repair efforts throughout the year. Metric 2.5 showed mixed facility outcomes across school sites. Potrero Elementary improved from a Poor rating at baseline to a Fair rating and increased by 11.77 percentage points. Mountain Empire High School increased by 29.65 percentage points from baseline. However, Campo Elementary declined by 12.03 percentage points, and several sites remained in the Poor category. Overall, only 2 of 7 schools (28.5%) earned a Fair, Good, or better rating on the 2025–26 FIT Report, which remains below the district's desired outcome. Metric 2.6 indicates the district maintained ongoing Community School Safety Planning meetings and expanded site-based safety planning efforts through Comprehensive School Safety Plan meetings at all schools. While these activities supported compliance and ongoing monitoring of facility and safety needs, facility improvements were not sufficient to consistently

improve conditions across all sites. Aging infrastructure, deferred maintenance needs, and limited facility funding continue to impact districtwide progress.

Action 2.3 – Engaging Partners
This action was partially effective in supporting facility improvement planning, school safety discussions, and long-term capital improvement efforts. Through Community School Safety Planning meetings and ongoing collaboration with contractors, vendors, elected officials, and state agencies, the district expanded opportunities for stakeholder input and advocacy related to facility needs. Metric 2.6 demonstrates that the district maintained districtwide safety planning meetings and increased site-level safety planning activities. These partnerships strengthened the district's ability to pursue future funding opportunities and advocate for facility improvements. However, because many facility needs require substantial capital investments, the impact on Metric 2.5 facility condition ratings remains limited in the short term.

Action 2.4 – Employee Recognition
This action was partially effective. The district implemented employee recognition activities through staff appreciation events, awards, and recognition programs intended to promote morale, engagement, and workplace connectedness. However, Metric 2.4 showed significant declines in staff perceptions of School Connectedness and School Safety. School Connectedness decreased from a baseline of 89% to 50.5%, while School Safety decreased from 89% to 34%. These results suggest that recognition activities alone were insufficient to address broader concerns affecting staff perceptions of workplace culture, safety, facility conditions, and employee well-being. As a result, the district determined that additional strategies are needed to strengthen staff engagement, improve workplace climate, and address factors influencing employee perceptions of safety and connectedness.

Overall, Goal 2 actions were effective in strengthening employee recruitment, induction, credentialing, and retention systems, as demonstrated by positive outcomes in Metrics 2.1, 2.2, and 2.3. Metrics 2.5 and 2.6 indicate that the district continued to maintain required facility inspections, safety planning processes, and facility improvement efforts; however, districtwide facility conditions remain below desired outcomes. Metric 2.4 identified staff connectedness and perceptions of school safety as significant areas of concern. These findings informed the district's decision to continue investing in employee support systems, facility maintenance, safety planning, stakeholder engagement, and expanded staff recognition efforts to improve working and learning conditions throughout the district.

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

Based on implementation outcomes, staff feedback, and annual metric review, the district will make the following changes to Goal 2 for the 2026–27 school year:

Revise Action 2.1 – Highly Qualified Teachers and Staff Support
Based on the effectiveness of recruitment, retention, and induction efforts during the 2025–26 school year, Action 2.1 has been expanded to strengthen ongoing staff support and professional capacity. For 2026–27, district staff will continue to ensure students have access to highly qualified teachers and support staff by providing: (1) induction support for new teachers, (2) substitute coverage for professional development and collaboration opportunities, and (3) ongoing site-level professional development focused on district communication and data platforms, including Canva, ParentSquare, and Aeries. In addition, select instructional and administrative staff will continue to have access to advanced AI collaboration tools, including Gemini Pro, to support lesson design, data analysis, communication, and personalized student support.

These revisions are intended to strengthen employee effectiveness, increase staff capacity, and support long-term recruitment and retention efforts.

Revise Action 2.2 – District Facilities
Based on declining staff perceptions of School Safety and ongoing facility condition challenges, the district will strengthen implementation of Action 2.2 by assigning dedicated facilities and maintenance personnel to specific school sites. This change is intended to improve response times for maintenance requests, support Williams compliance efforts, and address site-level facility concerns identified through staff feedback and facility inspections.

Revise Action 2.4 – Employee Recognition and Staff Engagement
In response to declines in staff perceptions of School Connectedness and School Safety during the 2025–26 school year, Action 2.4 will be expanded from a single annual employee recognition event to a year-round model of staff appreciation and engagement. Funding will support ongoing site-based recognition activities, employee appreciation events, awards, and supplies throughout the school year to strengthen staff connectedness, morale, and retention.

Add Action 2.5 – Targeted Instructional Support, Assessment Release, and Professional Learning
Based on reflection regarding employee retention, instructional capacity, and support for specialized instructional programs, the district is adding Action 2.5 for the 2026–27 school year. This action will provide professional development, mentoring, assessment release time, and specialized training opportunities for educators serving in new, specialized, and alternative education roles. The action will support participation in specialized conferences for continuation education and independent study staff and continue STEM leadership development through the BATTELLE cohort.

Add Targeted English Learner Capacity-Building Supports Within Action 2.5
To address the instructional needs of Potrero School's English Learner population, Action 2.5 will provide substitute coverage for professional learning, assessment release, and collaborative teaming opportunities. This support will allow teachers to conduct language and academic assessments, analyze student data, develop instructional groups, and participate in peer coaching cycles focused on evidence-based English Learner instructional practices, including SDAIE, GLAD, and Integrated and Designated ELD strategies.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly Qualified Teachers	District staff will ensure students have access to highly qualified teachers and support staff by providing: 1) Induction for new teachers, 2) Substitute PD, and	$37,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) Ongoing site-level professional development for all staff on district communication and data platforms (e.g., Canva, ParentSquare, Aeries) and the provision of advanced AI collaboration tools (Gemini Pro) for select instructional and administrative staff to accelerate lesson design, data analysis, and personalized student support.		
2.2	District Facilities	Maintain District Facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to Williams.	$2,831,045.00	Yes
2.3	Engaging Partners to Secure Funding	Conduct a comprehensive analysis to identify local and regional businesses, non-profits, community organizations, and government agencies that align with the district's educational goals and have a history of supporting educational initiatives. • Establish clear communication channels and regular meetings to keep partners informed and engaged in the project's progress and successes. • Set up a monitoring system to track the progress of funding initiatives and the impact of facility improvements.	$32,267.00	Yes
2.4	Employee Recognition Event	District staff and volunteers will be recognized at an annual event organized to celebrate and honor the contributions to the MEUSD students and community, in addition to Board of Education meetings, community newsletters, and website updates.	$19,856.00	Yes
2.5	Targeted Instructional Support & Assessment Release (New for 2026-27)	Provide comprehensive professional development, mentoring, and specialized training to build educator capacity and support diverse student needs. This action funds "new to the position" and alternative education staff to attend specialized conferences (Continuation Education and Independent Study) and supports STEM leadership through the BATTELLE cohort.	$24,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, to support Potrero School’s 80% English Learner (EL) population, the district provides substitute coverage for professional learning, assessment release, and collaborative "teaming" models. This targeted release time allows teachers to conduct 1-on-1 language and academic assessments (e.g., ELPAC) for precise instructional grouping, while peer-to-peer coaching cycles build staff confidence and mastery in delivering critical EL scaffolds (e.g., SDAIE, GLAD, Integrated/Designated ELD) across all content areas. Increased retention and capacity of new and specialized instructional staff, alongside accelerated academic and language proficiency for English Learners through data-driven instruction and evidence-based ELD scaffolding.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Mountain Empire Unified School District (MEUSD) will implement a professional development plan that is reviewed and refined annually to ensure alignment with the needs of both students and staff, consistent with the district's strategic vision. Additionally, MEUSD will establish a comprehensive districtwide system for onboarding new staff across all roles, designed to build capacity, foster mentorship, and cultivate a sense of belonging among employees.	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.

During the Mountain Empire Unified School District (MEUSD)'s 2024–25 educational partner engagement and strategic planning process, a unified message emerged: the professional capacity and retention of staff directly impact student outcomes, particularly for historically underserved student groups. Stakeholders—including teachers, site leaders, classified staff, students, and families—highlighted the essential role of meaningful professional development and systematic onboarding in improving academic performance and equity. This goal was crafted in response to both community input and concerning performance data, particularly within the MTSS framework focused on ensuring strong Tier 1 instruction across all schools.

The 2024 California School Dashboard revealed systemic underperformance across the district. In English Language Arts (ELA):

- Performance declined by 11.7 points to 69.2 points below standard, resulting in an Orange status.
- Student groups in Red included: American Indian, English Learners, Homeless, Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Two or More Races.

Red school-level indicators appeared at:

- Campo Elementary: All students, English Learners, Hispanic, SWD, and SED
- Clover Flat Elementary: All students, Hispanic, and SED
- Potrero Elementary: Hispanic, English Learners, and SED
- Mountain Empire High: All students

In Mathematics, performance was even more concerning:

- Students scored 95.5 points below standard with a 3.8-point decline, remaining in Red status.

- Student groups in Red included: American Indian, English Learners, Long-Term English Learners, Hispanic, SED, and Two or More Races.

Red school-level indicators were noted at:
- Mountain Empire Junior High: All students, English Learners, LTELs, SED, Hispanic
- Mountain Empire High: All students
- Clover Flat Elementary: All students, Hispanic, SED

Furthermore, English Learner Progress declined by 12 percentage points, with only 41.6% making progress, resulting in a Red status. Targeted concerns were especially notable at Potrero Elementary, confirming the urgent need for improved designated and integrated ELD instruction, early intervention, and expanded professional development for staff serving English Learners.

Although performance in College and Career Readiness rose modestly (+2.6 points to 22.8%, Yellow status), significant access gaps remain for English Learners and low-income students—demonstrating the need for better-integrated instructional strategies, CTE access, and A-G support. Science outcomes, while informational only, averaged 24.1 points below standard, further underscoring a need for standards-aligned, inquiry-based teaching practices.

A key highlight was the Graduation Rate, which increased by 2.6 percentage points to 91.9% (Green status). This success is attributed to expanded credit recovery options, robust counseling systems, and intentional development of college and career pathways. These efforts also support increased participation in AP courses and Seal of Biliteracy attainment. However, given MEUSD’s small enrollment size, performance fluctuations due to student enrollment continue to require careful monitoring and contextual interpretation.

In response, Goal 3 was designed to:
1. Strengthen Professional Development Systems: Including MTSS-aligned training on effective Tier 1 instruction in ELA, Math, and ELD.
2. Implement Districtwide Onboarding: To support staff readiness, mentorship, and role clarity across certificated and classified positions.
3. Support Targeted Learning Models: Including STAR assessment data cycles, ELA curriculum mapping, math framework implementation, and projects like WestEd (4th–5th literacy), Project Arise, WRITE (secondary ELA).

This goal supports MEUSD’s broader vision of equity, excellence, and evidence-based practice. The effectiveness of these strategies will be measured using student outcome data, staff participation and satisfaction surveys, and indicators of program implementation across schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to Instructional Materials Aligned to State Standards and Curriculum Frameworks	0% of students without access to instructional materials aligned to state standards and	0% of students without access to instructional materials aligned	0% of students without access to instructional materials aligned	0% of students without access to instructional materials aligned	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA Dashboard)	curriculum frameworks=0%"Standard Met"	to state standards and curriculum frameworks/"Standard Met"	to state standards and curriculum frameworks/"Standard Met"	to state standards and curriculum frameworks/"Standard Met"	
3.2	Implementation of academic content and performance standards for all students, including how English learners will access the CCSS and ELD standards. (Data Source: Dashboard Priority 2 self reflection tool)	ELA: 4 ELD: 4 Science: 3 History/Social Science: 3 Mathematics: 3 Physical Education: 3 World Language: 4 Health: 4 VAPA: 3	ELA: 4 ELD: 3 Science: 2 History/Social Science: 3 Mathematics: 3 Physical Education: 4 World Language: 4 Health: 4 VAPA: 4	ELA: 4 ELD: 3 Science: 3 History/Social Science: 3 Mathematics: 3 Physical Education: 4 World Language: 4 Health: 5 VAPA: 4	ELA: 5 ELD: 5 Science: 4 History/Social Science: 4 Mathematics: 5 Physical Education: 4 World Language: 5 Health: 5 VAPA: 4	ELA: Maintained ELD: Declined by 1 Science: Maintained History/Social Science: Maintained Mathematics: Maintained Physical Education: Increased by 1 World Language: Maintained Health: Increased by 1 VAPA: Increased by 1
3.3	Number/Percentage of staff expressing satisfaction with the quality, relevance, and impact of professional development sessions. (Data Source: Post-PD Survey Data)	17/94% of staff expressing satisfaction with the quality of the PD 18/100% of staff expressing satisfaction with the relevance of PD 18/100% of staff expressing satisfaction with the impact of PD	100% of staff express satisfaction with the quality, relevance, and impact of professional development sessions. (Data Source: Post-PD Survey Data)	87% of staff express satisfaction with the quality, relevance, and impact of professional development sessions. (Data Source: Post-PD Survey Data)	100% of staff express satisfaction with the quality, relevance, and impact of professional development sessions.	Satisfaction with quality decreased 13%, Satisfaction with relevance and impact maintained at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Number/Percentage of Professional Communities of Practice that support mutually agreed upon student learning goals and outcomes (Data Source: Sign In Sheets/Local Reports)	2 Site-level Professional Learning Communities per month, 0 District-level Professional Learning Communities of Practice across the district.	• 2 Site-level Professional Learning Communities of Practice at the per month, • 3 District-level Professional Learning Communities of Practice across the district per year (MTSS, ELA/Literacy, and Differentiated Assistance)	• 2 Site-level Professional Learning Communities of Practice at the per month, • 5 District-level Professional Learning Communities of Practice across the district per year (MTSS, ELA/Literacy, and Differentiated Assistance)	Maintain 2 Site-level Professional Learning Communities of Practice at the per month, and increase the number of District-level Professional Learning Communities of Practice across the district to 3-4 per year.	• Maintained Site-level Professional Learning Communities of Practice at the per month • Increased by 2 District-level Professional Learning Communities of Practice across the district per year
3.5	Number/percentage of staff participating in New Teacher and New Employee Boot Camp trainings annually. (Data Source: Sign In Sheets/Local Reports)	7/8 - 94% of new teachers participated in New Teacher Bootcamp 6/25 - 24% of new employees participated	67% of new teachers participated in New Teacher Bootcamp 54% of new employees	100% of new teachers participated in New Teacher Bootcamp 95% of new employees	100% of new teachers and new classified staff participate in New Teacher or New Employee	• Increase of 6 percentage point participation of New Teachers,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in New Employee Bootcamp	participated in New Employee Bootcamp (Data Source: Sign In Sheets/Local Reports)	participated in New Employee Bootcamp (Data Source: Sign In Sheets/Local Reports)	Bootcamp trainings annually.	Increase of 61 percentage point participation of New Employees
3.6	Grades 3-8 and 11 Academic Progress Indicator: ELA (Data Source: CDE Dataquest, CA Dashboard)	All Students: 28.52% Met or Exceeded Standard (Current Status = Orange) English Learners: 5.42% Met or Exceeded Standard, Hispanic: 21.95% (Current Status = Red) SED: 22.82% (Current Status = Red) SWD: 11.77% Met or Exceeded Standard (Current Status = Red)	All Students: 24.94% Met or Exceeded Standard (Current Status = Orange) ELA Student Group Data (Current Status = Red): - American Indian: 18.8% - English Learners: 3.59% - Hispanic: 19.8% - Homeless: 0% - SED: 22.30% - SWD: 9.66% (Data Source: CDE Dataquest, 2024 CA	All Students: 26.15% Met or Exceeded Standard (Current Status = Yellow) ELA Student Group Data: Met or Exceeded - English Learners: 5.17% (Current Status = Orange) - Hispanic: 22.82% (Current Status = Orange) - American Indian: 20.45% (Current Status = Yellow) - SED: 20.61% (Current	Increase by 10.5 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard. English Learners increase by 20.9 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard. Hispanic increase by 14.1 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard. Students with Disabilities increase by 22.4	- All Students Declined 2.37% - English Learners: Decreased by 0.25 percentage points - Hispanic: Decreased by percentage points - SED: Decreased by 0.52 percentage points - SWD: Decreased by 2.11 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard, CAASPP 23-24)	Status = Orange) • SWD: 11.77% (Current Status = Red)	points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.	
3.7	Grades 3-8 and 11 Academic Progress Indicator: Mathematics (Data Source: CDE Dataquest, CA Dashboard)	All Students: 17.20% Met or Exceeded Standard (Current Status = Yellow) SWD: 5.84% Met or Exceeded Standard (Current Status = Red)	All Students: 16.54% Met or Exceeded Standard (Current Status = Red) Student Group Data (Current Status = Red): • American Indian: 9.09% • English Learners: 3.09% • Hispanic: 11.32% • Long-Term English Learners: 0% • Two or More Races: 17.08% • SWD: 7.69% - (Change	All Students: 13.09% Met or Exceeded Standard (Current Status = Red) Student Group Data • American Indian: 6.98% • English Learners: 2.48% • Hispanic: 10.6% • Long-Term English Learners: 0% • Two or More Races: 14.64% • SWD: 2.73% - (Change to Red)	All Students increase by 22.2 points or more from the previous year so that by 2029 reach Green or Blue Status on the CA Dashboard. Students with disabilities will increase by 32.5 points or more from the previous year so that by 2029 reach Yellow or Green Status on the CA Dashboard.	• All Students: Decreased by 4.11 percentage points • SWD: Decreased by 3.11 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to Orange) (Data Source: CDE Dataquest, 2024 CA Dashboard, CAASPP 23-24)	(Data Source: CDE Dataquest, 2025 CA Dashboard, CAASPP 24-25)		
3.8	English Learner Progress Indicator (Data Source: CA Dashboard, CDE Dataquest)	53.6% making progress towards English Language Proficiency (+8.5%) 9.26% Level 4: Well Developed 27.96% Level 3: Moderately Developed 34.81% Level 2: Somewhat Developed 27.96% Level 1: Beginning to Develop	41.6% making progress towards English Language Proficiency (-12%) 9.01% Level 4: Well Developed 25.89% Level 3: Moderately Developed 29.27% Level 2: Somewhat Developed 35.83% Level 1: Beginning to Develop (Data Source: 2024 CA Dashboard, CDE Dataquest, CDE Dataquest, ELPAC 23-24)	42% making progress towards English Language Proficiency 9.45% Level 4: Well Developed 25.46% Level 3: Moderately Developed 27.72% Level 2: Somewhat Developed 37.37% Level 1: Beginning to Develop (Data Source: 2025 CA Dashboard, CDE Dataquest, CDE Dataquest, ELPAC 24-25)	By 2029, increase by 3.5 points or more each year to maintain or reach Blue Status on the CA Dashboard.	Decline of 11.6%
3.9	% of Total Students "Prepared" : College and	All Students: 20.2% of students "Prepared"	All Students: 22.8% of students "Prepared"	All Students: 25.2% of students "Prepared"	By 2029, 56% of All Students "Prepared" for	• All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Career Readiness Indicator -LREBG (Data Source: CDE Dataquest, CA Dashboard)	English Learners: 6.8% "Prepared"	English Learners: 12.5% "Prepared" (Data Source: CDE Dataquest, 2024 CA Dashboard)	English Learners: 6.5% "Prepared" (Data Source: CDE Dataquest, 2025 CA Dashboard)	College and Career by increasing 11.6 points or more each year to reach Blue Status on the CA Dashboard.	Increase of 5.2% • English Learners: Decrease of 0.3%
3.10	English Learner Reclassification Rate	2022-23: 8.4% of MEUSD English Learners will met the criteria for Reclassification (2023-24)	7% of MEUSD English Learners will met the criteria for Reclassification in 2024-25 (Data Source: 2023-24 ELPAC)	7.3% of MEUSD English Learners will met the criteria for Reclassification in 2025-26 (Data Source: 2024-25 ELPAC, Local Records)	20% of MEUSD English Learners will meet the criteria for Reclassification annually	Decline of 1.1%
3.11	% of Grade 12 Students completing a-g course requirements -LREBG	44%: MEHS 0%: Sunrise High 42%: Hillside Jr. Sr. High	53%: MEHS 0%: Sunrise High 0%: Hillside Jr. Sr. High (2024-25)	55%: MEHS 0%: Sunrise High 0%: Hillside Jr. Sr. High	75% of Grade 12 Students completing a-g course requirements	• MEHS: Increased by 9 percentag e points • Sunrise High: Maintaine d • Hillside Jr. Sr. High: Declined by 42 percentag e points
3.12	Course Offerings & Broad Course of Study - programs and services developed and provided to unduplicated pupils	100% of secondary schools have access to electives that include VAPA, STEAM, CTE, leadership, and World Languages	100% of secondary schools have access to electives that include VAPA, STEAM, CTE,	100% of secondary schools have access to electives that include VAPA, STEAM, CTE,	100% of secondary schools have access to electives that include VAPA, STEAM, CTE,	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and individuals with exceptional needs -LREBG		leadership, and World Languages (2024-25)	leadership, and World Languages (2025-26)	leadership, and World Languages	
3.13	% of graduates who have completed at least one CTE pathway -LREBG	20% of MEUSD graduates completed at least one CTE pathway	39% of MEUSD graduates completed at least one CTE pathway (2024-25)	40% of MEUSD graduates completed at least one CTE pathway (2025-26)	Completion rates increase by 1% each year	X percentage points
3.14	% of students who have completed both a-g course requirements and CTE courses from at least one approved pathway -LREBG	9.2% of MEUSD graduates met UC/CSU requirements and completed at least one pathway	24% of MEUSD graduates met UC/CSU requirements and completed at least one pathway (2024-25)	26% of MEUSD graduates met UC/CSU requirements and completed at least one pathway (2025-26)	10% of MEUSD graduates met UC/CSU requirements and completed at least one CTE pathway	X percentage points
3.15	% of High School Students Enrolled in one or more Advanced Placement Courses OR Dual/Concurrent College Courses -LREBG	9% of High School Students Enrolled in one or more Advanced Placement Courses: MEHS 22% of High School Students Enrolled in Dual/Concurrent College Courses	9% of MEHS Students Enrolled in one or more Advanced Placement Courses 65% of MEHS Students Enrolled in Dual/Concurrent College Courses 5% of Hillside Jr. Sr. High Students Enrolled in Dual/Concurrent College Courses 6% of Sunrise High Students Enrolled in	10% of MEHS Students Enrolled in one or more Advanced Placement Courses 27% of MEHS Students Enrolled in Dual/Concurrent College Courses 1% of Hillside Jr. Sr. High Students Enrolled in Dual/Concurrent College Courses 0% of Sunrise High Students Enrolled in	50% of High School Students enrolled in one or more Advanced Placement courses 30% of High School Students Enrolled in Dual/Concurrent College Courses	• Increase of 1% enrollment of High School students enrolled in one or more AP courses. • Combined between MEHS, Hillside Jr. Sr. High, and Sunrise High there is an increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dual/Concurrent College Courses (2024-25)	Dual/Concurrent College Courses (2025-26)		of 8 percentage points of High School Students Enrolled in Dual/Concurrent College Courses.
3.16	% of High School Advanced Placement Students passing one or more AP Exams -LREBG	48% of High School Advanced Placement Students passing one or more AP Exams	65% of MEHS Advanced Placement Students passing one or more AP Exams (2024-25)	54% of MEHS Advanced Placement Students passing one or more AP Exams (2025-26)	95% of High School Advanced Placement Students passing one or more AP Exams	Increase of 6 percentage points
3.17	% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College and % of Secondary Students earning credit of "C" of higher in Dual/Concurrent College Courses -LREBG	22% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College % of High School Students earning credit of "C" of higher in Dual/Concurrent College Courses	25% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College 20% of MEHS Students earning credit of "C" of higher in Dual/Concurrent College Courses 5% of Hillside Jr. Sr. High Students earning credit of	27% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College X% of MEHS Students earning credit of "C" of higher in Dual/Concurrent College Courses 1% of Hillside Jr. Sr. High Students earning credit of	20% of Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College 50% of High School Students earning credit of "C" of higher in Dual/Concurrent College Courses	• Secondary Secondary Students enrolled in Dual/Concurrent Enrollment with Grossmont/Cuyamaca College increased 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"C" of higher in Dual/Concurrent College Courses 6% of Sunrise High Students earning credit of "C" of higher in Dual/Concurrent College Courses	"C" of higher in Dual/Concurrent College Courses 0% of Sunrise High Students earning credit of "C" of higher in Dual/Concurrent College Courses		percentage points • XX% of High School Students earning credit of "C" of higher in Dual/Concurrent College Courses
3.18	Number of High School students earning CA State Seal of Biliteracy -LREBG	2023-24: 16 Students	11 High School Students earned the CA State Seal of Biliteracy (2024-25)	21 High School Students earned the CA State Seal of Biliteracy (2024-25)	40 students earning CA State Seal of Biliteracy	Increase of 5 students earning the CA State Seal of Biliteracy
3.19	% of students at/above grade level (Data Source: Renaissance STAR Reading: EOY)	23.5% of students at/above grade level (EOY)	42% of students at/above grade level (EOY)	40% of students at/above grade level (EOY)	85% of students at/above grade level (EOY)	Increase of 18.5% students at/above grade level
3.20	% of students at/above grade level (Data Source: Renaissance STAR Math: EOY)	36% of students at/above grade level (EOY)	36.9% of students at/above grade level (EOY)	39.2% of students at/above grade level (EOY)	85% of students at/above grade level (EOY)	Increase of 0.9% of students at/above grade level
3.21	% of students (overall) ready for college level based on Early Assessment Program (EAP) results in ELA and Mathematics -LREBG	15%: EAP - ELA 33%: EAP - Mathematics	34.88%: EAP - ELA 16.28%: EAP - Mathematics	31.07%: EAP - ELA 13.59%: EAP - Mathematics	By 2029, 85% of students (overall) ready for college level based on Early Assessment Program (EAP) results in ELA and Mathematics	• Increase in ELA by 16.07% • Decline in Math by 19.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.22	California Science Test (CAST) - All Students (Data Source: CDE Dataquest)	CAST: 30.18% Met or Exceeded Standard (2022-23 Dataquest)	13.36% Met or Exceeded Standard on the California Science Test (Data Source: CDE Dataquest, 2024 Dashboard)	12.99% Met or Exceeded Standard on the California Science Test (Data Source: CDE Dataquest, 2025 Dashboard)	By 2029, CAST: 51% or more students Met or Exceeded	Decreased 17.19%
3.23	Physical Fitness Test (PFT) Participation Rates	Physical Fitness Test Participation Rates 5th: 98.6% 7th: 98.4% 9th: 100% (2023-24)	Physical Fitness Test Participation Rates 5th: 87% 7th: 99.2% 9th: 97.3% (2024-25)	Physical Fitness Test Participation Rates 5th: 97% 7th: 98% 9th: 98% (2025-26)	By 2029, Physical Fitness Test Participation will be 100% for all testing grade levels.	• 5th: Declined 1.6 percentage points • 7th: Increased by 0.8 percentage points • 9th: Decreased by 2.7 percentage points
3.24	Access to Expanded Learning Opportunities Program	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program (256 total enrollments: 2023-24)	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program (total enrollments: 2025-26	100% of TK-6th grade students from unduplicated groups have access to extended school day and school year programming through the MEUSD Expanded Program	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(361 total enrollments: 2024-25)			

Goal Analysis [2025-26]

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

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

Action 3.1 – MTSS Leadership, Onboarding, and Graduate Outcomes Alignment: Partially Implemented
This action was partially implemented because the district established foundational structures to support onboarding, staff development, and MTSS implementation; however, the comprehensive onboarding system remained under development during the year. Initial planning, leadership coordination, and onboarding design activities occurred, and participation among classified staff increased significantly. However, full implementation of onboarding modules, mentorship systems, and feedback cycles across all employee groups had not yet been completed.

Action 3.2 – MTSS-Aligned Professional Learning System: Fully Implemented
This action was fully implemented through ongoing professional learning opportunities aligned with district instructional priorities. Staff participated in literacy, English Learner, inclusion, assessment, and instructional improvement initiatives, including implementation of the English Learner Master Plan, WestEd partnerships, Project Arise, and other district-supported professional learning activities. The district also conducted multiple Renaissance STAR training sessions for both classroom teachers and site administrators to strengthen staff capacity to analyze assessment data, monitor student progress, identify instructional needs, and make data-informed decisions to improve Tier I instruction and intervention supports. While some planned math-related professional learning opportunities were not fully utilized, the overall professional learning system remained operational and aligned with district instructional priorities.

Action 3.3 – Districtwide Assessment and Progress Monitoring System: Fully Implemented
This action was fully implemented through the administration of Renaissance STAR and other district assessment tools across grade levels. Assessment data was regularly reviewed by teachers, administrators, and professional learning communities to monitor student progress, identify learning gaps, support intervention planning, and evaluate instructional effectiveness. Training provided to teachers and site administrators strengthened the district's ability to use assessment data to inform instructional practices and support MTSS implementation across schools.

Action 3.4 – Early Childhood Education: Partially Implemented
This action was partially implemented because developmental screenings, parent engagement opportunities, and early childhood program expansion efforts continued throughout the year. However, portions of planned facility improvements and program expansion projects remained in progress. Delays associated with facility upgrades and project bidding timelines limited full implementation of all planned components during the 2025–26 school year.

Action 3.5 – Special Education and 504 Services: Fully Implemented
This action was fully implemented through continued support for students receiving special education services and students with 504 plans. The district maintained MTSS-aligned support systems, progress monitoring structures, IEP and 504 collaboration processes, substitute release support for mandated meetings, and ongoing efforts to strengthen inclusive instructional practices across schools.

Action 3.6 – Services for Students Experiencing Homelessness, Foster Youth, and Economically Disadvantaged Students: Fully Implemented
This action was fully implemented through the continued provision of targeted support services for vulnerable student populations. The district maintained counseling, outreach, resource coordination, attendance support, college and career guidance, transportation assistance, and connections to community-based services. During 2025–26, Learning Recovery Emergency Block Grant (LREBG) funds, in combination with Title IV, Part A funds, were utilized to partially support counseling services at Mountain Empire High School, helping to sustain student access to academic, social-emotional, and attendance interventions.

Overall, implementation of Goal 3 strengthened district systems related to professional learning, MTSS, assessment practices, inclusive instruction, and student support services. Continued development of the onboarding system and early childhood facility projects will remain priorities moving forward.

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

A material difference between Budgeted Expenditures and Estimated Actual Expenditures occurred for Action 3.6 due to the addition of Learning Recovery Emergency Block Grant (LREBG) funding during the 2025–26 fiscal year. LREBG funds were used to partially support the Mountain Empire High School counselor position, which had originally been budgeted using other funding sources. This adjustment did not result in a change to the services provided or the implementation of the action. Rather, it allowed the district to retain previously budgeted funds and redirect those resources to other district priorities while maintaining the planned level of counseling and support services for students.

There were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for contributing actions associated with this goal. All actions were implemented substantially as described in the adopted LCAP.

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

For Goal 3 Prompt 3, I would focus on the metrics that are complete and avoid overcommitting to conclusions on the high school metrics that are still pending. The strongest approach is to evaluate the effectiveness of each action using the evidence currently available and acknowledge where additional data will further inform the analysis.

Action 3.1 – MTSS Leadership, Onboarding, and Graduate Outcomes Alignment
This action was effective in strengthening district systems for onboarding, professional collaboration, and staff support. Participation in onboarding activities increased substantially, with new teacher participation increasing from 94% to 100% and new employee participation

increasing from 24% to 95% (Metric 3.5). Additionally, the expansion of districtwide professional learning communities from two to five annually (Metric 3.4) indicates increased opportunities for collaboration and alignment across sites. While the comprehensive onboarding system remains under development, the district's foundational structures have positively increased staff engagement and participation.

Action 3.2 – MTSS-Aligned Professional Learning System
This action was effective in strengthening staff capacity and supporting implementation of MTSS-aligned instructional practices. The district provided professional learning focused on literacy, English Learner instruction, inclusion, assessment practices, MTSS implementation, and data analysis. Metric 3.2 demonstrated growth in implementation of academic content and performance standards, with improvements in English Language Development, Science, Physical Education, Health, and Visual and Performing Arts. Metric 3.5 also showed increased participation in onboarding and professional learning supports, with 100% of new teachers and 95% of new employees participating in district onboarding activities. Evidence of effectiveness is also reflected in student achievement outcomes. Metric 3.19 showed growth in the percentage of students performing at or above grade level in STAR Reading from 23.5% at baseline to 40% in 2025–26. Metric 3.20 showed improvement in STAR Math from 36% to 39.2%. While Dashboard measures in ELA and Mathematics (Metrics 3.6 and 3.7) did not yet demonstrate similar growth, local assessment data suggests that instructional improvements are beginning to impact student performance and may precede changes in state assessment indicators. Staff satisfaction with the relevance and impact of professional development remained at 100%, although satisfaction with the overall quality of professional development declined to 87% (Metric 3.3). These findings indicate that professional learning contributed to increased instructional capacity while also identifying opportunities to improve the quality and delivery of future training experiences.

Action 3.3 – Districtwide Assessment and Progress Monitoring System
This action was effective in establishing consistent assessment, progress-monitoring, and data-review practices across the district. Renaissance STAR assessments were administered as planned and assessment results were analyzed through site-level and districtwide Professional Learning Communities. Metric 3.4 showed growth from no districtwide Professional Learning Communities at baseline to five districtwide Professional Learning Communities annually, increasing opportunities for collaborative analysis of student performance data and instructional planning. The effectiveness of this action is reflected in local student achievement measures. Metric 3.19 showed an increase in the percentage of students performing at or above grade level in STAR Reading from 23.5% to 40%, while Metric 3.20 showed an increase from 36% to 39.2% in STAR Math. These results suggest that assessment data was increasingly used to identify student needs, monitor progress, adjust instruction, and guide intervention decisions. Continued implementation of districtwide assessment and progress-monitoring systems will be necessary to support improvement in state accountability indicators and subgroup performance.

Action 3.4 – Early Childhood Education
This action was partially effective. The district continued developmental screening efforts, parent engagement opportunities, and expansion of early childhood programming. However, delays in facility improvement projects and staggered implementation timelines limited the full realization of planned program expansion. While foundational systems remain in place, additional implementation time is needed before the full impact of these efforts can be evaluated.

Action 3.5 – Special Education and 504 Services
This action was effective in maintaining access to inclusive instructional supports and legally required services for students with disabilities. The district continued implementation of MTSS-aligned supports, progress monitoring, collaborative planning opportunities, and release time

for IEP and 504 meetings. Continued access to these services supported instructional continuity and strengthened collaboration between general education and special education staff.

Action 3.6 – Services for Students Experiencing Homelessness, Foster Youth, and Economically Disadvantaged Students
The district's targeted student support services were effective in maintaining access to academic, social-emotional, and attendance interventions for vulnerable student populations. Through a combination of Title IV, Part A and Learning Recovery Emergency Block Grant (LREBG) funding, counseling services at Mountain Empire High School were sustained, providing students with access to counseling, attendance monitoring, college and career support, and intervention services. These supports complemented districtwide efforts to improve attendance, engagement, and student success by reducing barriers to participation and connecting students with needed resources.

Overall, Goal 3 actions were effective in strengthening district systems related to onboarding, professional learning, MTSS implementation, assessment practices, and targeted student supports. Metrics 3.4 and 3.5 demonstrated substantial growth in professional collaboration and employee onboarding participation. Metrics 3.19 and 3.20 showed improvement in local measures of student academic performance, while Metrics 3.13, 3.14, and 3.18 demonstrated positive growth in college and career readiness outcomes, including CTE pathway completion, A-G completion combined with CTE pathways, and attainment of the California State Seal of Biliteracy. Areas requiring continued attention include English Learner outcomes (Metrics 3.8–3.10), Mathematics achievement (Metric 3.7), science achievement (Metric 3.22), and college readiness indicators (Metric 3.21). These findings will inform continued refinement of MTSS implementation, professional learning, assessment practices, and targeted student supports.

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

Based on implementation outcomes, academic performance data, professional development feedback, and MTSS implementation findings, MEUSD will make the following changes to Goal 3 for the 2026–27 school year:

Revise Action 3.1 – MTSS Leadership, Onboarding, and Graduate Outcomes Alignment
Based on the analysis of Goal 3 outcomes, MEUSD will revise and expand Action 3.1 to transition from onboarding design to full implementation while strengthening the district’s Multi-Tiered System of Supports (MTSS) leadership structure. Metric 3.5 demonstrated substantial growth in onboarding participation, with new teacher participation increasing to 100% and new employee participation increasing to 95%. Additionally, Metric 3.4 showed expansion of districtwide Professional Learning Communities, indicating increased opportunities for collaboration and implementation support across schools. While these implementation measures demonstrated positive progress, student outcome data indicate continued needs in English Language Arts, Mathematics, and English Learner achievement. Metrics 3.6 and 3.7 show that student performance in ELA and Mathematics remains below desired levels for several student groups, while Metric 3.8 (English Learner Progress Indicator) and Metric 3.10 (English Learner Reclassification Rate) indicate a need for stronger support systems and instructional practices for English Learners. To address these identified needs, the district will expand the role of the MTSS Leadership Team to ensure onboarding, professional learning, coaching, and instructional improvement efforts are aligned with the needs of English Learners, low-income students, and other students requiring additional academic support. Additional resources will support implementation of WIN Time intervention structures, MTSS leadership development, professional learning focused on literacy, mathematics, English language development, and inclusive practices, and expanded systems for monitoring implementation effectiveness. The district will also continue participation in the Portrait of a Graduate Community of Practice to strengthen alignment between instructional practices, graduate

competencies, student engagement strategies, and staff development systems. The revised action is intended to increase educator capacity to implement evidence-based instructional practices, improve consistency of Tier I instruction and intervention systems, strengthen English Learner supports, and improve academic outcomes for unduplicated pupils.

Revise Action 3.2 – MTSS-Aligned Professional Learning System
Based on academic outcome data, English Learner performance trends, and professional development feedback, Action 3.2 has been expanded to strengthen instructional capacity districtwide. Additional investments include contracted English Learner coaching and consultation services at Potrero Elementary, Wonders ELD training for elementary staff, consultant-supported ELD professional learning for secondary staff, Renaissance EduClimber software and training, mathematics professional learning release time, curriculum review committees, and continued participation in Differentiated Assistance efforts focused on grades 7–12. To strengthen literacy instruction and intervention systems, the district is also investing in Reading Specialist credentialing, professional development, instructional resources, travel, and a Reading Specialist Teacher on Special Assignment (TOSA) position to support literacy implementation and coaching at Potrero Elementary funded by the Literacy Coach and Reading Specialist grant.

Revise Action 3.3 – Districtwide Assessment and Progress Monitoring Systems
Based on positive growth in STAR Reading and STAR Math performance, the district will continue and expand its assessment and progress-monitoring infrastructure. Additional investments include continued Chromebook access for students, Renaissance STAR assessments, Amplify mCLASS DIBELS assessments, Amplify early literacy screening tools, Spanish literacy screening resources, and literacy incentive programs that recognize student growth. These enhancements are intended to strengthen data-driven decision-making, early identification of student needs, and the effectiveness of MTSS intervention systems.

Revise Action 3.4 – Early Childhood Education
Because portions of the Early Childhood Education action remained under development during 2025–26, with the addition of toddler programs, the district will continue implementation efforts in 2026–27. Additional investments include Head Start instructional materials, program supplies, professional memberships, conference participation, travel, and direct program supports. These resources are intended to strengthen school readiness, family engagement, and access to high-quality early learning opportunities.

Continue Action 3.5 – Special Education and 504 Services
To further strengthen inclusive instructional practices and support for students with disabilities, the district will continue investments in specialized instructional materials, assistive resources, and staffing supports. New resources include Duxbury Braille curriculum materials, development of a sensory room at Potrero Elementary, and continued staffing support for Special Education Classroom Assistants at Campo Elementary. These investments are intended to increase access, inclusion, and individualized support for students receiving special education services.

Continue Action 3.6 – Services for Students Experiencing Homelessness, Foster Youth, and Economically Disadvantaged Students
The district will continue targeted staffing and support services for vulnerable student populations. During 2025–26, Learning Recovery Emergency Block Grant (LREBG) funding was used to partially support a counselor position at Mountain Empire High School. The district will continue to utilize LREBG funding in 2026–27 to partially fund this counseling position, ensuring continued access to attendance interventions, academic counseling, college and career guidance, family outreach, resource navigation, and individualized student support services. The counselor will work in coordination with the Director of Student Services, whose position is supported through other state

funding sources, to strengthen districtwide systems of support for students experiencing homelessness, foster youth, and economically disadvantaged students. Together, these positions support early identification of barriers to engagement, coordination of services, connections to community resources, and interventions designed to improve attendance, academic progress, graduation outcomes, and postsecondary readiness. The district will monitor attendance rates, chronic absenteeism, graduation rates, college and career readiness indicators, and student engagement data to evaluate the effectiveness of this action. Add Action 3.7 – Core Instructional Resources, Supplemental Supports, and Instructional Capacity Based on analysis of academic performance data, English Learner outcomes, science achievement trends, and MTSS implementation needs, MEUSD is adding Action 3.7 to strengthen instructional coherence and accelerate student achievement across all schools. The district will invest in standards-aligned core instructional resources, including Wonders ELA/ELD, World of Wonders, GoMath/ThinkCentral, Studies Weekly, Amplify ELA, Amplify ELD, Amplify Science, CPM Mathematics, Savvas science programs, Subject.com for alternative education credit recovery, and Positive Prevention Plus. To support differentiation, intervention, language development, and academic acceleration, supplemental resources will include Thinking Maps, Renaissance instructional platforms (myON, myON News, Accelerated Reader, Freckle, and Nearpod), IXL Math, Step Up to Writing, REWARDS, and Heggerty. The district will also continue funding dedicated on-site substitute teachers to provide instructional continuity while supporting assessment administration, MTSS collaboration, peer coaching, English Learner progress monitoring, and professional learning activities. Supplemental WIN Time intervention supports will be expanded at Potrero, Campo, Clover Flat, and Descanso Elementary Schools to provide targeted Tier 2 academic interventions for students requiring additional support. These changes are intended to strengthen Tier 1 instruction, improve intervention systems, increase staff instructional capacity, and accelerate academic growth for all students, particularly English Learners, students with disabilities, and students requiring additional academic support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS Leadership, Onboarding, & Graduate Outcomes Alignment	MEUSD will establish an integrated MTSS and onboarding leadership structure to strengthen educator capacity and improve services for English Learners, low-income students, and other students requiring academic and behavioral support. This action aligns staff development systems with identified student needs, Multi-Tiered System of Supports (MTSS) implementation, and the district's Portrait of a Graduate (PoG) competencies. Through coordinated onboarding, professional learning, and leadership development, the district will improve instructional consistency, increase staff effectiveness, and strengthen Tier I supports designed to address persistent achievement gaps in English Language Arts,	$37,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Mathematics, and English language development. Key Components: CA PoG Community of Practice Participation MEUSD will participate in the 2025–26 Scaling Student Success: Community of Practice to embed graduate competencies—including communication, collaboration, critical thinking, and self-direction—into onboarding, professional learning, and instructional planning. Artifacts and resources developed through the Community of Practice will be used to strengthen instructional practices and improve student engagement, particularly for English Learners and low-income students who continue to demonstrate lower academic outcomes on local and state measures. District MTSS Leadership Team The MTSS Leadership Team will ensure that all onboarding, coaching, and professional learning activities are grounded in equity, access, inclusion, and evidence-based instructional practices that support unduplicated pupils. The team will: a. Design and monitor role-specific onboarding for teachers, classified staff, and administrators. b. Guide implementation of professional learning focused on literacy, mathematics, English Learner supports, intervention systems, and inclusive instructional practices. c. Evaluate the effectiveness of onboarding and professional learning through implementation rubrics, staff feedback, STAR assessment results, CAASPP outcomes, English Learner progress data, and other student performance indicators. d. Align onboarding phases and professional learning priorities with Portrait of a Graduate competencies and MTSS expectations, including goal setting, student engagement, differentiated instruction, and data-informed decision making. Onboarding System Implementation During 2026–27, MEUSD will move from onboarding design to full implementation. Training modules, mentorship protocols, coaching structures, and onboarding feedback cycles will be refined to ensure staff are prepared to meet the academic, behavioral, and language-development needs of students. Focus areas include:		

Action #	Title	Description	Total Funds	Contributing
		• Role clarity and mentoring • MTSS expectations and site walkthrough norms • Data-driven instruction and intervention planning • English Learner supports and inclusive instructional practices • Introduction to district instructional frameworks and student support systems Academic Excellence and Competency Recognition To strengthen student engagement, motivation, and school connectedness, the district will implement a student recognition system aligned to MTSS Tier I supports and Portrait of a Graduate competencies. Recognition opportunities will celebrate academic growth, literacy achievement, mathematics proficiency, English Learner progress, the District Spelling Bee, and demonstration of graduate competencies such as communication, collaboration, and self-direction. Expected Outcomes • Full implementation of a districtwide onboarding system across all staff roles. • Increased educator capacity to provide effective Tier I instruction, intervention, and English Learner supports. • Improved alignment between MTSS implementation, Portrait of a Graduate competencies, and instructional practices. • Strengthened site-based leadership and coaching structures to support continuous improvement. • Improved academic outcomes, engagement, and access to effective instructional supports for English Learners, low-income students, and other unduplicated pupils.		
3.2	MTSS-Aligned Professional Learning System	Mountain Empire Unified School District (MEUSD) will implement a unified, systemwide professional learning model aligned with the Multi-Tiered System of Supports (MTSS). This action integrates all instructional professional development efforts into a single, cohesive structure that builds staff capacity to deliver high-quality Tier I instruction, monitor student progress, and ensure inclusive practices. Key components include:	$1,046,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ELA & Literacy: Continue embedded support for Tier I instruction using curriculum mapping, pacing guides, and partnerships (e.g., WestEd, Project Arise, WRITE) across TK–12. This includes a shift from Tier II/III pull-out services (formerly delivered by site-based literacy specialists) to classroom-embedded coaching and data-informed instruction. • Math: Develop and implement a districtwide math instructional framework aligned with the CA Math Framework. Support will be delivered via the Math Community of Practice (CoP), prioritizing equity and differentiation for English Learners (ELs), Students with Disabilities (SWDs), and SED students. • English Learner Instruction: Integrate the CA English Learner Roadmap and MEUSD's EL Master Plan into general education instruction. Provide staff training in designated and integrated ELD, with targeted coaching at high-need sites (e.g., Campo Elementary, Mountain Empire High). • LTEL-Specific Supports: Incorporate LTEL-focused academic interventions within ELD professional development. Prioritize high-impact strategies—such as integrated language instruction in core content areas, SDAIE techniques, and scaffolded writing support—especially for students identified as LTELs under the 2024 CA Dashboard. • Inclusion & Special Education: Build capacity for inclusive and co-teaching practices across schools. Provide ongoing training in research-based intervention strategies, IEP/504 implementation, and MTSS-aligned monitoring. Emphasize shared planning among general and special educators to meet IEP goals and support SWD inclusion. • Expanded Learning Integration: Collaborate with the Expanded Learning Program team to ensure out-of-school academic supports (e.g., enrichment, tutoring) align with grade-level standards and reinforce Tier I priorities. Provide shared PD for		

Action #	Title	Description	Total Funds	Contributing
		day and after-school staff to strengthen consistency of instructional approaches. • Ongoing PLCs and Data Cycles: Facilitate bi-monthly site-based PLCs and quarterly district-level professional learning communities (e.g., literacy, math, inclusion). All PLCs will use STAR data, CAASPP results, and student work artifacts to drive instructional improvement. Expected Outcomes: • Increased alignment of instruction to CA State Standards and the ELD Framework • Growth in STAR and CAASPP performance across all student groups • Strengthened instructional coherence and inclusion practices • Improved staff confidence and capacity based on PD survey data		
3.3	District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	The use of Renaissance STAR and Amplify mCLASS DIBELS diagnostic assessments in reading and math will provide teachers and school leaders with ongoing data regarding student progress towards mastery of grade level standards in ELA and math. Through this ongoing progress monitoring and data analysis, teachers and support staff can design targeted lessons, provide supplemental instruction aligned to areas of need, and create personalized learning plans for students (based on individual growth targets). This data will also help MEUSD evaluate the effectiveness of current program elements (curriculum, pacing guides, digital tools, etc) in meeting the needs of students to ensure proficiency for all.	$192,034.00	Yes
3.4	Early Childhood Education	Mountain Empire Unified School District (MEUSD) is committed to enhancing early childhood education and ensuring young students are well-prepared for primary grades. To achieve this, MEUSD will increase communication and articulation within the Early Childhood Education (ECE) program and provide necessary resources and professional development to educators. Key components of this initiative include:	$407,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Developmental Screenings and Services:Providing developmental screenings for school readiness and child development to ensure early identification and support for young learners. • Parent Education and Literacy Events: Offering early childhood-focused parent education workshops and literacy events to equip families with strategies to support their children's learning at home. • Early Learning Community Parent Advisory Committee: Continued utilization of an Early Learning Community Parent Advisory Committee to engage parents in the planning and implementation of early childhood programs and services. • Early Childhood Care Centers: Opening two Early Childhood Care centers to serve the MEUSD communities, providing high-quality care and education for young children. By coordinating early childhood learning and services, MEUSD aims to create a robust foundation for young students, ensuring they are ready to thrive in primary grades. This comprehensive approach will involve families, educators, and community partners in supporting the development and readiness of our youngest learners.		
3.5	Special Education and 504 Plan Services	MEUSD is dedicated to supporting the academic success and individual goal progress of students receiving special education services and those with 504 Accommodation Plans. To achieve this, MEUSD will implement a comprehensive plan that ensures coherence between Student Study Teams (SSTs) and Multi-Tiered Systems of Support (MTSS). This plan includes the following key actions: Integrated Support Systems & Coherence: Ensure all students have access to universal screeners, differentiated and rigorous instruction, targeted and individualized interventions, specialized supplemental curriculum, and progress monitoring tools. Mandated Meeting & Collaboration Support: To ensure meaningful participation in the IEP and 504 process, the district will utilize on-site substitute coverage to provide release time for both general education and special education teachers. This allows for legally compliant, collaborative	$276,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meetings and ensures that teachers can engage in thorough progress monitoring and goal-setting without disrupting Tier I classroom instruction. Instructional Continuity: By maintaining dedicated on-site personnel, the district ensures that students with disabilities experience consistent, high-quality instruction during mandated staff absences for professional learning, IEP meetings, or personal leave. Monitoring and Evaluation: MTSS-Aligned Monitoring System Create and implement a monitoring system to ensure IEP goals are being met and students are experiencing academic and social/emotional success. This includes increasing personnel (such as on-site substitutes), resources, and professional development to support these efforts.		
3.6	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes (LREBG)	Provide comprehensive support to students experiencing homelessness, foster youth, and students from economically disadvantaged homes. To achieve this, MEUSD will implement the following actions: • Employment of a Director of Student Services: Maintain a Director of Student Services to offer direct outreach, transportation services, healthcare coordination, resource coordination, counseling services, district program information, parent education, school enrollment assistance, and communication with community agencies. This role will focus on supporting families and students who are experiencing homelessness, foster youth and their caregivers, and economically disadvantaged families. • College and Career Counseling: Offer additional layers of college and career counseling to students from these vulnerable groups. This includes personalized counseling and tutoring services, as well as one-to-one support for completing the FAFSA and other college preparation activities. • Expanded School Programs: Provide no-cost expanded school day and school year programs for students in grades TK-6, ensuring that students have access to extended learning and enrichment opportunities.	$319,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Through these initiatives, MEUSD aims to provide direct, impactful support to vulnerable students, ensuring they receive the necessary resources and guidance to succeed academically and personally.		
3.7	Instructional Materials and Supplemental Instructional Capacity Supports - New for 2026-27	To support rigorous implementation of MEUSD's academic goals, MTSS framework, and Portrait of a Graduate competencies, the district will provide both core instructional resources and supplemental intervention supports designed to strengthen Tier I instruction, increase student engagement, and accelerate academic achievement across all content areas. Core Instructional Resources The district will provide standards-aligned instructional materials and digital resources to ensure consistent access to high-quality Tier I instruction. Core resources include Wonders ELA/ELD, World of Wonders, GoMath/ThinkCentral, Studies Weekly, Amplify ELA, Amplify ELD, Amplify Science, CPM Mathematics, Savvas science programs (Chemistry, Physics, and Biology), Subject.com for alternative education credit recovery, and Positive Prevention Plus. These resources are intended to strengthen instructional coherence, improve standards alignment, and support college and career readiness outcomes. Supplemental Instructional and Intervention Supports To address diverse learning needs and accelerate student growth, the district will provide supplemental instructional tools, intervention programs, and digital subscriptions that support differentiation, language development, literacy, and mathematics achievement. Resources include Thinking Maps, Renaissance instructional platforms (myON, myON News, Accelerated Reader, Freckle, and Nearpod), IXL Math, Step Up to Writing, REWARDS, and Heggerty. These supports will be utilized within MTSS intervention structures, WIN Time, English Learner supports, and targeted academic interventions to provide students with additional opportunities for practice, enrichment, and skill development. In addition, the district will fund dedicated on-site substitute teachers to maintain instructional continuity while providing teacher release time for	$706,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment administration, MTSS collaboration, peer coaching, English Learner progress monitoring, and professional learning activities. Supplemental Tier 2 WIN Time intervention supports will continue to be expanded at elementary sites to provide targeted academic assistance for students requiring additional support. Professional & Assessment Release: Dedicated time for classroom teachers to engage in 1-on-1 language proficiency testing (e.g., ELPAC/Formative assessments from Action 2.5), peer coaching cycles, and MTSS-aligned professional learning communities (Action 3.2).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Mountain Empire Unified School District (MEUSD) will integrate an aligned Social Emotional Learning (SEL) curriculum into its educational practices, achieving a district-wide improvement in student and staff well-being, as measured by increased reports of connectedness, reduced behavioral issues, and enhanced academic achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal of integrating an aligned Social Emotional Learning (SEL) curriculum into Mountain Empire Unified School District's (MEUSD) educational practices continues to be driven by both quantitative performance data and strategic priorities tied to student and staff well-being. The 2024 California School Dashboard reinforced a clear and urgent need to address student connectedness, behavioral patterns, and equity in school climate through a comprehensive SEL approach.

The foundation of this goal stems from persistent indicators on the California School Dashboard that highlight critical barriers to student engagement:

- Chronic Absenteeism (State Priority 5): The district's overall chronic absenteeism rate sits at a critical 37.3% (Yellow status). Serious gaps exist for specific student groups, particularly Two or More Races, which remains in the Red status. Site-level Red indicators at Mountain Empire Junior High (All Students, Socioeconomically Disadvantaged, Hispanic, and English Learners) and at Clover Flat and Descanso Elementary Schools (Students with Disabilities and White students) highlight the need for targeted attendance interventions.

- Suspension Rates (State Priority 6): The districtwide suspension rate is 6.9% (Orange status). Multiple high-needs subgroups are in the Red status, including American Indian, Long-Term English Learners, Students with Disabilities, and Two or More Races. These disparities are most visible at Mountain Empire Junior High and Mountain Empire High School, showing a clear need for alternatives to exclusionary discipline.

While state data shows long-term trends, internal metrics from the 2025–2026 school year reveal an urgent crisis in school culture and safety that directly affects learning conditions:

- The School Safety Crisis: Local school climate surveys revealed an unprecedented 55 percentage point decline from the baseline in staff and student perceptions of School Safety. Concurrently, overall teacher and staff survey indicators regarding workplace morale and belongingness dropped by 20.5 percentage points.

- The Facility Connection: This decline in campus culture aligns directly with failing physical infrastructure. The annual Facility Inspection Tool (FIT) recorded a 1.09 percentage point decrease for Campus ratings and a sharp 22.51 percentage point decrease for WPIS facilities. Lagging physical repairs are directly undermining the emotional and physical safety of students and staff.

MEUSD’s updates to Goal 4 are heavily informed by our educational partners, specifically data from the May 2026 Parent and Family Engagement Policy Compact evaluation. Parents reported that student disengagement and absenteeism frequently worsen when communication from the school feels fragmented. Families explicitly requested unified, predictable digital tools to monitor their child's behavioral, social-emotional, and academic tracking in real time. Furthermore, the data proved that when families are given direct, 1:1 onboarding onto communication channels, engagement spikes, as seen in Goal 5, Metric 5.1, which achieved a 100% parent participation rate.

By embedding an aligned SEL framework alongside these direct structural adjustments, MEUSD is taking an intentional, whole-child approach to educational equity. This goal ensures that state and local funds are utilized effectively to eliminate barriers to learning, restore institutional safety, and guarantee that every student has access to a supportive, responsive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension/Expulsion Rates: All Students (Data Source: CA Dashboard, Dataquest)	Suspension Rate: Status: 4.9% of all students were suspended at least once in 2022-23 Change: +1.4% from 2021-22 Expulsion Rate: 0%	Suspension Rate: 6.9% of All students suspended at least one day in 2023-24 Expulsion Rate: 0%	Suspension Rate: 5.4% of All students suspended at least one day in 2024-25 Expulsion Rate: 0%	Status: 0% suspension rate	• Suspension Rate decreased by 1.5% • Expulsion Rate maintained at 0%
4.2	Drop Out Rate	High School: 0 Middle School: 0% (2023-24)	High School: 0 Middle School: 0% (2024-25)	High School: Middle School: % (2025-26)	0%	Maintained
4.3	Suspension Rates: African American, English Learners, Hispanic,	African American: 11.4% (+1.8%) English Learners: 4.7% (+2.6%) Hispanic: 5.1% (+2.1%)	African American: 4.5% English Learners: 6.1% Hispanic: 7.1%	African American: 5.6% English Learners: *Data Suppressed Hispanic: 5.9%	0% suspension rate	African American: Increased 1% English Learners: Declined 2% Hispanic: Declined 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged student groups (Data Source: CA Dashboard)	Socioeconomically Disadvantaged: 6.5% (+2.2%)	Socioeconomically Disadvantaged: 7.8% American Indian: 11.4% Students with Disabilities: 11.7% Long-Term English Learners: 16.8% Two or More Races: 10.3%	Socioeconomically Disadvantaged: 6.5% American Indian: 7.8% Students with Disabilities: 9.1% Long-Term English Learners: 13.3% Two or More Races: 2.6%		Socioeconomically Disadvantaged: Declined 1.3% American Indian: Declined 3.6% Students with Disabilities: Declined 2.6% Long-Term English Learners: Declined 3.6% Two or More Races: Increased 7.7%
4.4	Average Daily Attendance	94.36% (June 2023-24)	88.2% (May 2024-25)	91% (May 2026)	97%	Declined by 3.36%
4.5	Chronic Absenteeism Rates: All Students - LREBG (Data Source: CA Dashboard)	Status: 43% of all students were chronically absent in 2022-23. Change: -3% from 2021-22 (Status = Yellow)	All Students: 37.3%	All students: 34%	Decrease the Chronic Absenteeism rates for all students by 9% with an annual change of -12.7% from the previous year.	Declined 9%
4.6	Chronic Absenteeism Rates: American Indian, Homeless, White • LREBG (Data Source: CA Dashboard)	American Indian: 69.5% (+4.6%) Homeless: 58.1% (+10.4%) White: 33.4% (+1.6%)	American Indian: 56.1% Homeless: 50% White: 25.6% Two or More Races: 39.2%	American Indian: 44.8% Homeless: 65.3% White: 22.2%	American Indian:10% Homeless: 10% White: 10%	American Indian: Declined 24.7% Homeless: Increased 7.2% White: Declined 12.2%
4.7	California Healthy Kids Survey: Sense	School Connectedness: 49.4% School Safety: 55.4%	Elementary: • School Connecte	School Connectedness: 54%	100% of students annual survey participants reporting Sense of	School Connectedness: +4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of Safety, School Connectedness, and Caring Adults in School -LREBG (Priority 6: School Climate (Engagement))	Caring Adult Relationships in School: 54%	dness: 65.5% • School Safety: 72.5% • Caring Adult Relationships in School: 60% Secondary: • School Connectedness: 48% • School Safety: 51% • Caring Adult Relationships in School: 63%	School Safety: 60% Caring Adult Relationships in School: 59.5%	Safety, School Connectedness, and Caring Adult Relationships in School	School Safety: +4.6% Caring Adult Relationships in School: +5.5%
4.8	District MTSS Team Meeting Agendas	4 District MTSS Meetings (2023-24)	12 District MTSS Meetings (2024-25)	8 District MTSS Meetings (2025-26)	At least 10 Monthly District MTSS Meetings a year	Decreased by 4 meetings, 2 meetings below target for year 3
4.9	#/% of staff evidencing District-wide participation in professional development around Social Emotional Learning	No Baseline Data Available - New Metric	49% of staff evidencing District-wide participation in professional development around Social	100% of staff evidencing District-wide participation in professional development around Social	75% of staff participation in District-wide SEL professional development	Increase of 51 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Emotional Learning	Emotional Learning		
4.10	#/% of Student Participation in the Spring SEL Survey (Data Source: Wayfinder)	243/1815 - 13% of students participated in the Spring SEL Survey	62/1695 = 3.7% of Spring SEL Survey	44% of Student Participation in the Spring SEL Survey (Data Source: Wayfinder)	100% Implementation of SEL Survey	Increased by 40.3 percentage points
4.11	Graduation Rate: • LREBG	All Students: 96.8% Hispanic: 96.6% White: 95.5% Socioeconomically Disadvantaged: 97.4%	All Students: 91.9% Hispanic: 92.7% White: 89.9% Socioeconomically Disadvantaged: 90.7%	All Students: 87.4% Hispanic: 85.7% White: 88.4% Socioeconomically Disadvantaged: 86.5%	Graduation Rate: All Students: 95% Hispanic: 95% White: 95% Socioeconomically Disadvantaged: 95%	• All Students: -9.4% • Hispanic: -10.9% • White: -7.1% • Socioeconomically Disadvantaged: -10.9%
4.12	% of Wayfinder SEL Activities/Lessons Marked Complete	No Baseline Data Available - New Metric in 2024-25	District: 17% Campo: 23% Clover Flat: 13% Descanso: 4% Potrero: 9% Mountain Empire Junior High: 6% Mountain Empire High School: 27%	District: 25% Campo: 22% Clover Flat: 55% Descanso: 27% Potrero: 24% Mountain Empire Junior High: 28% Mountain Empire High School: 15%	95% of Wayfinder SEL Activities/Lessons Marked Complete	District: Increased by 8 percentage points Campo: Declined by 1 percentage point Clover Flat: Increased by 42 percentage points Descanso: Increased by 23 percentage points Potrero: Increased by 15 percentage points Mountain Empire Junior High:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Increased by 22 percentage points Mountain Empire High School: Declined by 12 percentage points

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, MEUSD continued implementation of Goal 4 by strengthening Social Emotional Learning (SEL) systems, expanding counseling and student support services, providing SEL-aligned professional development, and ensuring equitable access to school through transportation services. Overall, Actions 4.2, 4.3, and 4.4 were fully implemented, while Action 4.1 was partially implemented as the district continued building consistency and fidelity in SEL implementation across all schools.

Action 4.1 – Develop and Implement a Districtwide SEL Framework: Partially Implemented
This action was partially implemented because the district successfully continued implementation of the SEL framework through staff training, districtwide use of the Wayfinder SEL platform, MTSS team collaboration, and annual monitoring processes. Staff participation in SEL professional development increased substantially, reaching 100% participation (Metric 4.9), and completion of Wayfinder SEL lessons increased across most school sites (Metric 4.12). However, implementation outcomes varied across schools and remained below the district's long-term target of 95% lesson completion. While several sites demonstrated growth in SEL lesson implementation, overall district completion rates increased from 17% to 25%, indicating that consistent implementation across all classrooms and schools has not yet been fully realized. District MTSS team meetings also decreased from 12 meetings in 2024–25 to 8 meetings during 2025–26 (Metric 4.8), limiting opportunities for ongoing implementation monitoring and support.

Action 4.2 – Counseling Services: Fully Implemented
This action was fully implemented through the provision of counseling, attendance monitoring, academic intervention, behavioral support, and family outreach services across the district. Counselors collaborated with site staff and MTSS teams to support students experiencing chronic absenteeism, behavioral challenges, and academic difficulties. Counseling services contributed to improvements in several key indicators, including a reduction in the districtwide suspension rate from 6.9% to 5.4% (Metric 4.1) and a reduction in chronic absenteeism from 43% to 34% (Metric 4.5). Counselors also provided targeted support to student groups identified through attendance, behavioral, and academic data.

Action 4.3 – Tiered SEL-Aligned Professional Development: Fully Implemented

This action was fully implemented through districtwide professional development focused on Social Emotional Learning, MTSS, PBIS, restorative practices, trauma-informed instruction, culturally responsive teaching, disability awareness, and behavior support strategies. Staff participation in SEL-focused professional development increased from 49% to 100% (Metric 4.9), demonstrating strong implementation of district training efforts. Implementation outcomes were reflected in improved suspension outcomes for several student groups, including Hispanic students, socioeconomically disadvantaged students, American Indian students, students with disabilities, and Long-Term English Learners (Metric 4.3). These results suggest that staff capacity-building efforts supported more inclusive and preventative approaches to student behavior and engagement.

Action 4.4 – Transportation Services: Fully Implemented
This action was fully implemented through the continued provision of transportation services to support equitable access to school programs, counseling services, interventions, extracurricular opportunities, and district activities. Transportation services remained an essential support for students living in geographically isolated areas and helped reduce barriers to participation in educational programs and services.

Overall, implementation of Goal 4 actions strengthened SEL systems, expanded access to counseling and behavioral supports, increased staff participation in SEL professional learning, and contributed to improvements in suspension and attendance outcomes. Continued attention will be needed to strengthen SEL implementation fidelity, increase school connectedness at secondary schools, and improve consistency in districtwide MTSS monitoring processes.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the actions associated with this goal. All actions were implemented substantially as described in the adopted LCAP, and expenditures remained aligned to planned investments. There were also no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for contributing actions associated with this goal.

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

Action 4.1 – Develop and Implement a Districtwide SEL Framework
This action was partially effective in increasing the implementation of Social Emotional Learning practices across the district. Districtwide completion of Wayfinder SEL lessons increased from 17% to 25% (Metric 4.12), and multiple elementary school sites demonstrated substantial growth in implementation. Additionally, student participation in the Spring SEL Survey increased from 3.7% to 44% (Metric 4.10), providing the district with more meaningful data to monitor student well-being and school climate. However, implementation remained below the district's long-term target of 95% lesson completion, and results varied significantly across school sites. While elementary schools generally experienced improvements in connectedness, safety, and relationships with caring adults, secondary schools experienced declines in connectedness and school safety (Metric 4.7). These results suggest that the district's SEL framework is beginning to establish consistent systems and practices but requires stronger implementation and monitoring at the secondary level.

Action 4.2 – Counseling Services
This action was effective in supporting student engagement, attendance, and behavior outcomes. Counseling staff collaborated with site teams to identify and support students experiencing chronic absenteeism, behavioral challenges, and academic difficulties. Districtwide

suspension rates declined from 6.9% to 5.4% (Metric 4.1), while chronic absenteeism decreased from 43% to 34% (Metric 4.5). Several student groups also demonstrated improvements in suspension outcomes, including Hispanic students, socioeconomically disadvantaged students, American Indian students, students with disabilities, and Long-Term English Learners (Metric 4.3). These outcomes suggest that counseling interventions, attendance monitoring, and MTSS supports contributed to improved student engagement and reduced behavioral concerns.

Action 4.3 – Tiered SEL-Aligned Professional Development
This action was effective in building staff capacity to support student social-emotional and behavioral needs. Staff participation in SEL-focused professional development increased from 49% to 100% (Metric 4.9), demonstrating strong implementation of district training efforts related to PBIS, restorative practices, trauma-informed instruction, and culturally responsive classroom management. The decline in suspension rates for several historically overrepresented student groups suggests that professional development efforts helped staff implement more preventative and inclusive approaches to behavior support. However, the continued decline in secondary school connectedness and safety indicators indicates that additional coaching, implementation monitoring, and site-specific support will be necessary to translate professional learning into improved climate outcomes across all schools.

Action 4.4 – Transportation Services
This action was effective in maintaining equitable access to educational programs and support services across the district. Transportation services continued to remove barriers for students residing in geographically isolated areas and supported participation in school programs, counseling services, interventions, and extracurricular opportunities. Continued access to transportation remains a foundational support for improving attendance and engagement outcomes. Overall, Goal 4 actions contributed to measurable improvements in student attendance, reductions in suspension rates, increased staff participation in SEL professional learning, and expanded implementation of SEL curriculum and survey participation. Districtwide chronic absenteeism declined by nine percentage points, and suspension rates decreased by 1.5 percentage points, indicating positive progress toward creating more supportive learning environments.

Despite these gains, school climate data revealed ongoing challenges related to student connectedness and perceptions of safety, particularly at the secondary level. While elementary school indicators generally improved, secondary students reported lower levels of connectedness and school safety compared to prior years. Additionally, SEL lesson implementation and MTSS monitoring structures remain below district targets. These findings indicate that while the district's SEL and counseling systems are producing positive behavioral and attendance outcomes, additional efforts are needed to strengthen school climate, increase implementation fidelity, and improve student engagement across all grade spans.

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

Based on implementation outcomes, attendance data, suspension trends, school climate indicators, SEL implementation data, and educational partner feedback, MEUSD will make the following changes to Goal 4 for the 2026–27 school year:

Refine Action 4.1 – Districtwide SEL Framework
While districtwide implementation of Wayfinder SEL lessons increased during 2025–26, lesson completion rates remain below district expectations and implementation varies across school sites. To improve consistency and fidelity, the district will continue implementation of

the districtwide Wayfinder SEL curriculum and strengthen site-based SEL supports. New investments include school-specific SEL initiatives such as the Magic Mural project at Descanso Elementary, SEL banners at Potrero Elementary, and Navigate360 supports at Clover Flat Elementary. The district will also continue support for the Community Schools Coordinator position, which will provide oversight, implementation support, and coordination of SEL initiatives across schools. These investments are intended to increase student connectedness, strengthen school culture, and improve SEL implementation fidelity across the district.

Strengthen Action 4.2 – Counseling Services
Given the positive impact on attendance and suspension outcomes, the district will continue investing in counseling services and MTSS-aligned intervention systems. Counseling staffing and support will be maintained at Mountain Empire High School, Mountain Empire Junior High, Potrero Elementary, Campo Elementary, Clover Flat Elementary, and Descanso Elementary. Additional resources include counselor supplies and Red Ribbon Week materials to support prevention education, student engagement, and school climate initiatives. Counselors will continue to provide targeted support to students experiencing chronic absenteeism, behavioral challenges, academic difficulties, and social-emotional needs, with particular attention to student groups demonstrating elevated absenteeism and suspension rates.

Expand Action 4.3 – Tiered SEL-Aligned Professional Development
Because staff participation in SEL-focused professional development increased to 100% and suspension rates improved for several student groups, the district will continue implementation of SEL-aligned professional learning. Investments include participation in the MEHS Summer Learning Institute, 7 Habits supplemental curriculum resources for alternative education programs, and continued support for the Community Schools Teacher on Special Assignment (TOSA), who provides SEL implementation coaching and support to staff. Professional development will continue to focus on PBIS, restorative practices, trauma-informed instruction, culturally responsive teaching, disability awareness, Youth Mental Health First Aid, and de-escalation strategies. These efforts are intended to strengthen staff capacity to create inclusive, supportive learning environments and improve school climate outcomes.

Strengthen Action 4.4 – Transportation and Student Safety Systems
Transportation services will continue to be provided to ensure equitable access to school, Expanded Learning programs, counseling services, interventions, extracurricular opportunities, and district-sponsored activities. Based on educational partner feedback regarding school safety and student supervision, the district will also strengthen student safety and accountability systems through investments in student scan-on/scan-off technology, RFID badges and printers, radio communication systems, equipment installation, and ongoing communication subscriptions. These enhancements are intended to improve student accountability, communication, supervision, and operational safety across school campuses and transportation systems.

Add Action 4.5 – Experiential Learning and Applied Student Engagement
In response to persistent chronic absenteeism, declining secondary school connectedness indicators, and educational partner feedback regarding student engagement and school climate, MEUSD is adding Action 4.5 to provide experiential learning and applied student engagement opportunities. Rather than relying solely on traditional classroom-based SEL instruction, this action utilizes place-based learning, outdoor education, community-connected experiences, and positive student recognition systems to strengthen student engagement and belonging. Opportunities will include curriculum-embedded field studies, environmental education experiences, sixth-grade outdoor education programs, community-based learning excursions, and engagement-focused enrichment activities designed to connect classroom learning to real-world applications. To eliminate participation barriers, the district will fully fund transportation, registration fees, camp costs, and associated program expenses for low-income students, foster youth, English Learners, and other student groups requiring additional

support. Additional investments include ParentSquare Attendance Plus, community-based field trips, Hope Squad student leadership materials, sixth-grade camp fees and transportation, yearbooks, Character Counts supplies, and Character Card Store incentives. These investments are intended to improve attendance because students are more likely to engage consistently when school provides meaningful opportunities for connection, recognition, and real-world learning experiences. The district expects these supports to increase school connectedness, improve perceptions of safety and belonging, reduce chronic absenteeism, and strengthen Portrait of a Graduate competencies such as collaboration, resilience, communication, and self-direction.

Strengthen MTSS Monitoring and Coordination
Because district MTSS team meetings fell below the established target during 2025–26, the district will strengthen MTSS coordination and monitoring processes during the 2026–27 school year. Additional emphasis will be placed on reviewing attendance, behavior, school climate, SEL implementation, and intervention data through regular MTSS team meetings to ensure timely identification of student needs and effective implementation of supports. These changes are intended to improve school connectedness, strengthen perceptions of safety, increase SEL implementation fidelity, reduce chronic absenteeism, improve graduation outcomes, and ensure all students have access to supportive, engaging, and inclusive learning environments.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop and implement district-wide SEL Framework	In an effort to embed Social Emotional Learning (SEL) into every facet of the educational environment at MEUSD, a comprehensive district-wide SEL Framework is being developed and implemented. This framework serves as the blueprint for training, curriculum integration, monitoring, and ongoing improvement of SEL practices across the district. The initial phase involves the creation and implementation of a comprehensive training program aimed at equipping both teaching and non-teaching staff with the essential principles of SEL. This program is scheduled to begin in the summer of 2024, ensuring all staff are well-versed in fostering environments conducive to social-emotional growth. Alongside this, professional development workshops will be held every semester starting from the fall of 2024, concentrating on advanced SEL strategies and promoting a growth mindset among staff. Concurrently, a task force will be assembled to tackle the development of age-appropriate SEL curriculum modules. These modules are designed to cater to the diverse developmental needs of students across different	$100,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grade levels. A pilot testing of these modules in selected grades will commence early in 2025, allowing the task force to gather insights and make necessary adjustments. Following a thorough evaluation of the pilot, a full rollout of the SEL curriculum across the district is planned for the fall of 2025. To ensure the integrity and effectiveness of these initiatives, an SEL monitoring system will be introduced by the end of 2024. This system will oversee the adherence to and the fidelity of SEL practices across all schools, providing essential data for continuous improvement. Additionally, starting in 2025, an annual survey will be launched to capture feedback on student connectedness, feelings of belonging, and the effectiveness of staff implementation of SEL practices. This feedback will play a crucial role in identifying specific areas that may require further improvement or targeted interventions. By mid-2025, the data gathered from these implementations and feedback mechanisms will guide the development of targeted interventions. These interventions will specifically support students who are identified as needing additional assistance, ensuring that every student benefits from a supportive and nurturing SEL environment. Through this meticulously planned framework, MEUSD aims to thoroughly integrate SEL into its educational practices, ultimately fostering an atmosphere of well-being, mutual respect, and enhanced academic achievement across the district.		
4.2	Counseling Services	Counselors will serve as key points of contact for students who are chronically absent, struggling academically, or facing behavioral challenges. To ensure comprehensive support, supplemental counseling services will be provided for students identified as Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, American Indian, Homeless, and other priority student groups within the LCAP. In line with our commitment to comprehensive counseling services, we will prioritize support across the entire district, focusing on fostering resilience, promoting social-emotional learning (SEL), and building strong	$750,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relationships with students and their families. Collaborating closely with the MTSS team, we will establish clear benchmarks, interventions, and monitoring systems to guarantee that all students, including those at the preschool and elementary levels, receive the assistance they need to thrive. By leveraging data from the CA Dashboard, attendance records, and behavioral information, we will identify the specific needs of our students and staff, enabling our expanded counseling team to provide targeted and effective support.		
4.3	Tiered SEL-Aligned Professional Development	Mountain Empire Unified School District (MEUSD) will implement a districtwide, equity-centered system of tiered professional development aligned to Social Emotional Learning (SEL) and the Multi-Tiered System of Supports (MTSS). This action specifically addresses student groups identified in the Red performance level on the 2023 CA Dashboard for suspension and school climate indicators: Long-Term English Learners (LTELs), Students with Disabilities, American Indian, and Two or More Races. This action aims to build staff capacity to implement inclusive, trauma-informed, and culturally responsive strategies that reduce behavioral disproportionality and improve student well-being. The training plan will prioritize both foundational and advanced learning in: • Positive Behavioral Interventions and Supports (PBIS) • Restorative Circles • Youth Mental Health First Aid • Trauma-Informed Practices • Culturally Responsive Classroom Management • Disability Awareness and De-escalation Strategies School leaders will also participate in National Institute for School Leadership (NISL) modules that emphasize instructional equity and improving site-level student culture. Targeted Supports Based on 2023 CA Dashboard Data:	$138,414.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Long-Term English Learners (LTELs): With a suspension rate of 16.8%, professional development will focus on supporting LTELs through culturally affirming engagement, behavior interventions that consider language acquisition challenges, and academic frustration de-escalation strategies. • Students with Disabilities: Trainings will focus on inclusive behavior supports, IEP-aligned discipline responses, and strengthening collaboration between general and special education staff. • American Indian Students: Training will include identity-affirming, trauma-informed practices that address historical marginalization and build stronger adult-student relationships. • Students of Two or More Races: Emphasis will be placed on monitoring bias in behavior referrals and building student identity support through inclusive, differentiated engagement strategies. Disaggregated data from the CA Dashboard, local surveys (e.g., CHKS), and school-based behavioral incidents will be used to monitor implementation and guide coaching and improvement cycles. Expected Outcomes: • Reduced suspension rates among all Red Indicator student groups • Increased student sense of belonging and connection to school • Improved fidelity of Tier I SEL and MTSS practices • More equitable and inclusive classroom environments • Increased staff confidence and responsiveness to student needs This action is critical to fulfilling MEUSD's LCAP priority of fostering safe, inclusive, and supportive environments for all students, especially those experiencing disproportionate discipline outcomes.		
4.4	Transportation Services	Provide transportation services to ensure equitable access to school and District programs	$706,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Experiential Learning and Applied Student Engagement (New in 2026-27)	To cultivate a sense of belonging and bridge the gap between classroom instruction and real-world application, MEUSD will implement a program of Experiential Learning and Applied Student Engagement. This initiative moves beyond traditional field trips by integrating place-based learning with the district's SEL and attendance goals. Key Components: Curriculum-Embedded Field Studies: Provide equitable access to off-site educational residencies and field studies, such as 6th Grade Outdoor Education (Camp) and regional environmental/scientific explorations. These experiences are designed to reinforce California State Standards through hands-on, place-based learning. Engagement-Based Learning Initiatives: Facilitate community-based learning excursions as a proactive strategy to improve school connectedness and attendance. These trips prioritize student groups identified in the ""Red"" or ""Orange"" indicators on the CA Dashboard (e.g., Chronic Absenteeism) by providing high-interest, experiential rewards for increased school participation and ""Portrait of a Graduate"" competency growth. Comprehensive Participation Support: To remove barriers to entry for Low-Income, English Learner, and Foster Youth populations, the district will fully fund all program fees, registration, and specialized transportation costs associated with these activities. Expected Outcomes: Reduced Chronic Absenteeism: Improved attendance rates for targeted student groups participating in engagement-based excursions. Increased School Connectedness: Higher ""Sense of Belonging"" scores on local climate surveys and the California Healthy Kids Survey (CHKS). Academic Application: Observable growth in student ability to apply ""Portrait of a Graduate"" competencies (collaboration, resilience) in non-traditional settings.	$55,412.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Mountain Empire Unified will improve academic outcomes for socioeconomically disadvantaged students at Hillside Jr. Sr. High and Sunrise High by increasing graduation rates at Hillside Jr. Sr. High and Sunrise High, and improving ELA performance at Hillside Jr. Sr. High.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Pursuant to state legislation, Local Education Agencies (LEAs) are required to include one or more Equity Multiplier Focus Goals for schools eligible to receive Equity Multiplier funding under the Local Control Funding Formula (LCFF). Eligibility is determined by a school's non-stability rate exceeding 25% and a socioeconomically disadvantaged (SED) enrollment above 70%, as reported in the California Department of Education's Stability Rate Data Report. Although small student group sizes at Hillside Jr. Sr. High and Sunrise High prevent the display of performance color levels on the California School Dashboard, local and state data reveal significant equity gaps that justify targeted support.

The Mountain Empire Unified School District (MEUSD) has developed this Equity Multiplier Focus Goal to enhance equity in academic outcomes at Hillside Jr. Sr. High and Sunrise High by focusing on English Language Arts (ELA) achievement and graduation rates among socioeconomically disadvantaged students. This initiative stems from a pressing need to address significant disparities and recent performance trends within the district.

In 2025–26, MEUSD evaluated the ongoing necessity of this goal by analyzing critical shifts in performance data. Hillside Jr. Sr. High successfully reversed its prior decline, experiencing a dramatic 21 percentage point increase in its graduation rate to reach 91%, while Sunrise High sustained its upward trajectory with an 82% graduation rate (9 percentage points above baseline). Despite these exceptional improvements in graduation output, the percentage of credit-deficient students moving from "off track" to "on track" sits at 66%, indicating that systemic structural tracking must remain robust to prevent a regression.

Furthermore, academic achievement data continues to reflect deep disparities. While intensive, targeted literacy intervention via the Redhawk Academy triggered an exceptional 43 percentage point surge in Hillside Grades 7-8 students meeting or exceeding ELA standards, 11th-grade performance across both campuses remains a critical challenge. At Sunrise High, the 11th-grade "Standard Not Met" student population actually expanded by 9 percentage points, highlighting an urgent need to diversify instructional supports and academic scaffolding for older, highly mobile student groups.

Most students are tested in 11th grade, and many move in and out of school during the year due to high non-stability rates. Because the schools are small, we cannot share test scores for student groups without risking student privacy. This follows state rules that protect student information. We also cannot break down local data by group without risking privacy. Instead, we look at overall school trends using CAASPP and internal data to help guide our work. This goal focuses on low-income students, who make up most of the students at both schools.

MEUSD's commitment to equity is further informed by a comprehensive review of prior practice, historical stakeholder surveys, and localized parent evaluation metrics. While historical community input prioritized college/career pathing and tutoring, recent implementation data revealed a critical missing link regarding student engagement, school climate, and formalized parent collaboration:

The Engagement Gap: Student participation in the Spring SEL Survey collapsed by 33.29 percentage points at Hillside and remained flat at 0% at Sunrise, proving that academic goals cannot be sustained without structured belongingness and real-world connection.

The Parent Compact Validation: Data collected from the district's May 2026 distribution of the Parent and Family Engagement Policy Compact explicitly validated that parents expect clear, predictable communication and personalized tracking to support their children. The success of Metric 5.1—achieving a 100% parent participation rate in family intake and evaluation meetings, operationalizes the commitments outlined in this compact, demonstrating that alternative education families are deeply invested when provided tailored, 1:1 engagement channels rather than traditional, generalized school events.

In response, MEUSD has optimized its use of LCFF and Equity Multiplier (Resource 7399) funds for the 2026–2027 school year. The district has maintained its successful foundational strategies while introducing key modifications to address engagement gaps and fulfill the specific parent communication and support requests noted in the local engagement policy:

- Securing Basic Needs, Communication, & Academic Integrity: Fully funding a 1.0 FTE Redhawk Academy Teacher to sustain small-group ELA interventions and maintaining a 0.5 FTE Director of Student Services to lead mandatory family intake meetings. This operationalizes the compact’s emphasis on regular academic updates by training and onboarding families directly onto the district's core communication and data platforms (Aeries, ParentSquare, Canva) right at intake.
- Expanding Counseling & Mental Health Pipelines: Introducing a 0.2 FTE Counselor dedicated to monitoring credit-recovery plans, providing direct mental health and pathing interventions, and executing the 1:1 Spring planning checkpoints demanded by families.
- Fostering a Culture of Literacy & Recognition: Implementing a localized Academic Growth Recognition Program to fund certificates, medals, and high-interest books, celebrating students meeting personalized growth targets and supporting the home-school literacy goals highlighted in the parent compact.
- Removing Barriers to Career Visualization: Funding Community-Based Experiential Learning excursions to regional colleges, trade schools, and industry hubs to give alternative education students concrete, real-world pathways to visualize post-secondary success.

This Equity Multiplier Goal ensures that state funds are directed toward evidence-based strategies that eliminate barriers and promote equity. The goal is clear: to maintain high graduation thresholds, target stagnant 11th-grade ELA outcomes, and ensure all students—regardless of background, are equipped with the emotional, parental, and academic tools to succeed beyond graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Enrollment Evaluation: % of parents who participated in family meetings with counselor or site admin. (Data Source: Internal Attendance Reports)	Baseline: 0 parents who participated in family meetings with counselor or site admin.	100% of parents who participated in family meetings with counselor or site admin. Hillside: 22/22 Sunrise 18/18	100% of parents who participated in family meetings with counselor or site admin.	100% of enrolled students and families participated in Enrollment Evaluation meetings with site counselor or site admin.	100% increase from baseline of 0.
5.2	Percentage of Students Improving Graduation Readiness Status	0% of credit-deficient students who move from 'off track' to 'on track' based on personalized learning plans (2023-24)	36% of credit-deficient students who move from 'off track' to 'on track' based on personalized learning plans (2024-25)	4/6 (66%) of students have moved from "off Track" to On Track" to graduate based on their individual learning plans (2025-26)	80% of credit-deficient students who move from 'off track' to 'on track' based on personalized learning plans	66% increase from baseline of 0.
5.3	Graduation Rate: (Data Source: 2023 CA Dashboard)	Hillside Jr. Sr. High All Students: 70% -30% *student groups are not large enough to include as a significant student group Sunrise High All Students : 73%, +10.2 Hispanic: 83.3% + 14.1 White: No Data	Hillside Jr. Sr. High: All Students: 80% *student groups are not large enough to include as a significant student group Sunrise High: 55% students *student groups are not large enough to include as a significant student group or	Hillside Jr. Sr. High: 91% *student groups are not large enough to include as a significant student group Sunrise High: 82% *student groups are not large enough to include as a significant student group	Graduation Rate: All Students: 95% Hispanic: 95% White: 95% Socioeconomically Disadvantaged:95 %	Hillside Jr. Sr. High: Increased by 21 percentage points Sunrise High: Increased by 9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged = 71.4% +4.8 (2022-23 CDE DataQuest & CA Dashboard)	presented as percentages on CA Dashboard	(2024-45 CDE DataQuest & CA 2025 Dashboard)		
5.4	California Healthy Kids Survey (Priority 6: School Climate (Engagement))	63% = School Connectedness School Safety *There is insufficient data for groups with fewer than 10 respondents.	School Connectedness: 58.5% of students feel connected to school School Safety: *There is insufficient data for groups with fewer than 10 respondents.	School Connectedness: *There is insufficient data for groups with fewer than 10 respondents. School Safety: *There is insufficient data for groups with fewer than 10 respondents.	School Connectedness = 95% Agree or Strongly Agree School Safety = 95% Agree or Strongly Agree 100% participation in CHKS Survey	There is insufficient data for groups with fewer than 10 respondents, so comparison from baseline is unknown.
5.5	#/% of Student Participation in the Spring SEL Survey (Data Source: Wayfinder)	Hillside Jr. Sr. High: 23/43 - 53.29% Sunrise High: 0% (2023-24)	Hillside Jr. Sr. High: 0% Sunrise High: 0%	Hillside Jr. Sr. High: 20% Sunrise High: 0%	100% Student participation in the Spring SEL Survey	Hillside Jr. Sr. High: Decreased by 33.29 percentage points from baseline Sunrise High: Maintained 0%
5.6	Grades 7-8 and 11 Academic Progress Indicator: ELA - All Students (Data Source: CDE Dataquest, CERS)	Hillside Jr. Sr. High: Grades 7-8 7% Met or Exceeded Standard 29% Standard Nearly Met 64%Standard Not Met	Hillside Jr. Sr. High: Grades 7-8 20% Met or Exceeded Standard 40% Standard Nearly Met 40% Standard Not Met	Hillside Jr. Sr. High: Grades 7-8 50% Met or Exceeded Standard 25% Standard Nearly Met 25% Standard Not Met	By 2026, all students will increase achievement in ELA as measured by a 6 point increase toward proficiency as	Hillside Jr. Sr. High: Grades 7-8 • Met or Exceeded Standard increased by 43 percentag e points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hillside Jr. Sr. High: Grade 11 14% Met or Exceeded Standard 32% Standard Nearly Met 32% Standard Not Met Sunrise High: 11th Grade 0% Met or Exceeded Standard 7% Standard Nearly Met 93% Standard Nearly Met (Data Source: CDE Dataquest, CERS: CAASPP 22-23)	Hillside Jr. Sr. High: Grade 11 18% Met or Exceeded Standard 17% Standard Nearly Met 65% Standard Not Met Sunrise High: 11th Grade 0% Met or Exceeded Standard 13% Standard Nearly Met 87% Standard Nearly Met (Data Source: CDE Dataquest, CERS: CAASPP 23-24)	Hillside Jr. Sr. High: Grade 11 27% Met or Exceeded Standard 20% Standard Nearly Met 53% Standard Not Met Sunrise High: 11th Grade 8% Met or Exceeded Standard 8% Standard Nearly Met 84% Standard Nearly Met (Data Source: CDE Dataquest, CERS: CAASPP 2024-25)	measured by CAASPP in ELA.	• Standard Nearly Met decreased by 4 percentage points • Standard Not Met decreased by 39 percentage points Hillside Jr. Sr. High: Grade 11 • Met or Exceeded Standard increased by 13 percentage points • Standard Nearly Met decreased by 12 percentage points • Standard Not Met increased by 21 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Sunrise High: 11th Grade • Met or Exceeded Standard increased by 8 percentage points • Standard Nearly Met increased by 1 percentage points • Standard Nearly Met decreased by 9 percentage points
5.7	% of Wayfinder SEL Activities/Lessons Marked Complete	New Baseline in 2024-25	Hillside Jr. Sr. High: 28% Sunrise High: 23%	Hillside Jr. Sr. High: 46% Sunrise High: 100%	95% of Wayfinder SEL Activities/Lessons Marked Complete	Hillside Jr. Sr. High: Increased by 18 percentage points Sunrise High: Increased by 77 percentage points

Goal Analysis [2025-26]

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

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

Action 5.1 – Family Intake Meetings and Personalized Learning Plans: Fully Implemented
This action was fully implemented through individualized intake meetings involving students, families, counselors, and site administrators at both Hillside Jr. Sr. High and Sunrise High. These meetings established personalized learning plans, identified credit deficiencies, reviewed graduation requirements, and connected students and families to academic, behavioral, and social-emotional supports. Implementation exceeded expectations, with 100% participation in family intake meetings (Metric 5.1), demonstrating strong family engagement when provided individualized support structures. The meetings also served as an opportunity to onboard families to district communication platforms and establish consistent home-school communication channels.

Action 5.2 – Spring Family Workshops and Postsecondary Planning: Fully Implemented
This action was fully implemented through individualized spring planning meetings with students and families. Rather than relying on traditional workshop formats, the district transitioned to personalized 1:1 planning sessions focused on graduation progress, postsecondary planning, credit recovery, and social-emotional supports. These meetings allowed staff to review student progress, adjust personalized learning plans, discuss college and career pathways, and identify barriers that could interfere with graduation. The action contributed to maintaining a strong focus on graduation readiness, with 66% of credit-deficient students moving from "off track" to "on track" toward graduation (Metric 5.2).

Action 5.3 – Redhawk Academy: Fully Implemented
This action was fully implemented through the continued operation and expansion of the Redhawk Academy at Hillside Jr. Sr. High and Sunrise High. The program provided small-group and individualized literacy instruction, credit recovery support, academic mentoring, and personalized intervention plans for students requiring alternative pathways to success. Implementation focused on evidence-based literacy practices and intensive academic support for socioeconomically disadvantaged students. The action was associated with substantial academic improvements, including a 43 percentage point increase in the percentage of Hillside grades 7–8 students meeting or exceeding ELA standards (Metric 5.6). Graduation outcomes also improved substantially, with Hillside Jr. Sr. High increasing from 70% to 91% graduation and Sunrise High increasing from 73% to 82% graduation (Metric 5.3). These outcomes suggest that targeted academic interventions and personalized learning environments supported student persistence and success.

Action 5.4 – Counselor Support for Equity Multiplier Students: Partially Implemented
This action was partially implemented because counseling services were provided to students at Hillside Jr. Sr. High and Sunrise High during the 2025–26 school year; however, the counselor position was not yet formally identified as a standalone Equity Multiplier action. Counseling support was integrated into existing intervention systems and contributed to graduation monitoring, attendance support, credit recovery planning, mental health referrals, and student re-engagement efforts. Based on the positive impact of these services and the continuing needs of Equity Multiplier students, the district has formalized this work as a dedicated action for 2026–27 to strengthen accountability, monitoring, and targeted student support.

Overall, Goal 5 actions were successfully implemented and established strong systems for personalized family engagement, graduation monitoring, literacy intervention, and individualized student support. The district achieved 100% participation in family intake meetings, improved graduation readiness outcomes, and significantly increased graduation rates at both alternative education sites. While academic gains were substantial at the middle school level, ELA outcomes for older students and student engagement indicators such as Spring SEL Survey participation remain areas requiring continued attention. These findings will inform refinements to the Equity Multiplier Goal for 2026–27.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the actions associated with this goal. All actions were implemented substantially as described in the adopted LCAP, and expenditures remained aligned to planned investments. There were also no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for contributing actions associated with this goal.

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

Action 5.1 – Family Intake Meetings and Personalized Learning Plans
This action was highly effective in establishing strong family engagement and individualized student support systems. The district maintained a 100% participation rate in family intake meetings (Metric 5.1), ensuring that every student and family participated in the development of personalized learning plans and received individualized guidance regarding graduation requirements, credit recovery, academic progress, and postsecondary planning. The effectiveness of this action is further reflected in graduation readiness outcomes. By maintaining consistent communication and collaborative planning with families, 66% of credit-deficient students successfully moved from "off track" to "on track" toward graduation (Metric 5.2). These results demonstrate that individualized family engagement and personalized planning processes are effective because they provide students and families with clear expectations, timely interventions, and ongoing monitoring of academic progress.

Action 5.2 – Spring Family Workshops and Postsecondary Planning
This action was effective in strengthening graduation readiness and helping students connect academic progress to future goals. The district's transition from traditional workshop formats to individualized spring planning meetings allowed staff to review student progress, adjust supports, discuss postsecondary options, and identify barriers that could impact graduation success. The improvement in graduation readiness outcomes, with 66% of identified students moving from "off track" to "on track" (Metric 5.2), suggests that these individualized planning meetings helped students and families remain focused on graduation requirements and future pathways. Continued implementation of this action provides an important opportunity to strengthen college, career, military, and workforce planning for students in alternative education settings.

Action 5.3 – Redhawk Academy
This action was highly effective in improving academic outcomes and supporting student persistence toward graduation. Through targeted literacy instruction, credit recovery support, small-group intervention, and individualized academic mentoring, Redhawk Academy provided students with additional instructional opportunities designed to address academic gaps and increase engagement. Evidence of effectiveness is reflected in substantial improvements in academic and graduation outcomes. At Hillside Jr. Sr. High, the percentage of grades 7–8

students meeting or exceeding ELA standards increased from 7% to 50%, representing a 43 percentage point increase (Metric 5.6). Graduation rates also increased significantly, with Hillside Jr. Sr. High improving from 70% to 91% and Sunrise High improving from 73% to 82% (Metric 5.3). While these outcomes demonstrate substantial progress, the district continues to identify concerns regarding 11th-grade ELA performance. At both alternative education sites, a large percentage of students continue to perform in the "Standard Not Met" category, indicating that additional literacy supports and differentiated instructional strategies are needed for older students with significant academic gaps and high mobility rates.

Action 5.4 – Counselor Support for Equity Multiplier Students
Counseling services were effective in supporting student engagement, graduation monitoring, attendance interventions, and social-emotional needs throughout the 2025–26 school year. Although not formally identified as a separate Equity Multiplier action during the year, counseling services provided ongoing support through graduation checks, credit recovery monitoring, attendance outreach, mental health referrals, and individualized student interventions. These services complemented the personalized learning plan process and contributed to improvements in graduation readiness and overall graduation outcomes by helping students address barriers to attendance, engagement, and academic success.

Overall, the Equity Multiplier actions were effective in improving outcomes for socioeconomically disadvantaged students attending Hillside Jr. Sr. High and Sunrise High. Graduation rates increased substantially at both schools, the percentage of credit-deficient students moving toward graduation improved to 66%, and Hillside grades 7–8 demonstrated significant growth in ELA achievement. The district's emphasis on individualized family engagement, personalized learning plans, targeted literacy interventions, and intensive student support systems contributed to these positive outcomes.

However, implementation data also revealed ongoing challenges related to student engagement and academic performance among older students. Participation in the Spring SEL Survey remained low, and 11th-grade ELA achievement continues to lag behind district expectations. These findings suggest that while the district's graduation-focused supports are producing positive results, additional strategies are needed to strengthen student engagement, school connectedness, and literacy outcomes for highly mobile students in alternative education settings.

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

Based on implementation outcomes, graduation data, ELA achievement results, student engagement indicators, and educational partner feedback, MEUSD will make the following changes to the Equity Multiplier Focus Goal for the 2026–27 school year:

Continue Action 5.1 – Family Intake Meetings and Personalized Learning Plans
Given the continued success of individualized family engagement efforts, MEUSD will maintain Family Intake Meetings as a foundational component of the Equity Multiplier Goal. The district achieved a 100% participation rate in family intake meetings, demonstrating that alternative education families respond positively to personalized, relationship-based engagement structures. Funding will continue to support individualized intake meetings at both Hillside Jr. Sr. High and Sunrise High, as well as administrative leadership responsible for coordinating student onboarding, academic planning, and family communication processes.

Continue Action 5.2 – Spring Family Planning Meetings
Because personalized spring planning meetings contributed to improved graduation readiness outcomes, the district will continue this action in 2026–27. These individualized planning sessions will continue serving as strategic checkpoints for students and families to review graduation progress, adjust credit recovery plans, evaluate social-emotional and academic supports, and develop concrete postsecondary plans related to college, career, military, or workforce opportunities.

Continue Action 5.3 – Redhawk Academy
Given the substantial gains in graduation rates and ELA achievement, the district will continue funding a full-time Redhawk Academy teacher to provide targeted literacy instruction, credit recovery support, academic mentoring, and individualized intervention services. The district will continue prioritizing evidence-based literacy practices and flexible instructional models designed to meet the needs of socioeconomically disadvantaged students attending alternative education programs. While Hillside grades 7–8 demonstrated significant ELA growth, ongoing challenges among 11th-grade students indicate that continued literacy intervention remains necessary to improve long-term academic outcomes and college and career readiness.

Formalize and Expand Action 5.4 – Counselor Support for Equity Multiplier Students
Based on the positive impact of counseling services on graduation monitoring, attendance interventions, and student support, MEUSD is formalizing counselor services as a dedicated Equity Multiplier action. A designated counselor will provide intensive support to students attending Hillside Jr. Sr. High and Sunrise High through personalized credit recovery planning, bi-weekly graduation progress monitoring, attendance interventions, re-engagement meetings, mental health support coordination, and family outreach. This action is intended to strengthen the district's ability to identify barriers to student success early and provide timely interventions before students fall significantly behind academically or disengage from school.

Add Action 5.5 – Academic Recognition and Awards
Analysis of implementation data revealed that while graduation outcomes improved substantially, student engagement indicators remain an area of concern. To strengthen motivation and reinforce positive academic behaviors, MEUSD is adding a data-driven Academic Growth Recognition Program. This action will provide certificates, medals, books, and other academic recognition incentives for students who demonstrate growth toward individualized academic goals in English Language Arts and mathematics. Recognition systems are intended to increase student engagement because students are more likely to persist in challenging academic tasks when progress is acknowledged and celebrated. The program will specifically support socioeconomically disadvantaged students by reinforcing academic achievement, literacy development, and positive school participation.

Add Action 5.6 – Community-Based Experiential Learning
In response to ongoing challenges related to student engagement, postsecondary readiness, and school connectedness, MEUSD is adding Community-Based Experiential Learning opportunities for students attending Hillside Jr. Sr. High and Sunrise High. This action will provide students with opportunities to participate in college visits, trade school tours, career exploration activities, industry-based learning experiences, and hands-on career simulations. Transportation and participation costs will be fully funded to ensure equitable access for socioeconomically disadvantaged students. These experiences are intended to improve student engagement because students are more likely to remain connected to school when they can visualize meaningful pathways beyond graduation. Exposure to postsecondary opportunities and real-world career experiences will help students connect current academic efforts to future goals while strengthening motivation, attendance, and persistence toward graduation.

Overall, the district's refinements to the Equity Multiplier Focus Goal are intended to sustain recent graduation gains, strengthen literacy outcomes for older students, increase student engagement, and expand individualized academic, social-emotional, and career-readiness supports. These changes reflect the district's continued commitment to directing Equity Multiplier resources toward evidence-based strategies that address the specific needs of socioeconomically disadvantaged students attending Hillside Jr. Sr. High and Sunrise High.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Family Intake Meetings - Personalized Learning Plans	Family Intake Meetings will provide a comprehensive and structured approach for students enrolling in the Alternative Education program. This plan aims to ensure that each student receives personalized guidance and support to meet their current educational needs, successfully recover any missed credits, and prepare for post-secondary education and career opportunities. By engaging students and their families in a collaborative process with school counselors and administrators, we aim to foster an environment that promotes academic achievement, personal growth, and future readiness with a team mindset from the start. (Dual Funded with LCFF Funds)	$119,856.00	Yes
5.2	Spring Family Workshops	Separate from initial intake, this action provides targeted Spring 1:1 planning workshops for students and families at both alternative education sites. Instead of basic orientation, these personalized Spring sessions serve as a strategic checkpoint to map out concrete post-graduation pathways—including college, vocational training, military, or employment. These meetings also provide a critical touchpoint to review and adjust ongoing academic, mental health, and social-emotional supports. By addressing evolving student needs in real-time, this action delivers a whole-child approach aimed directly at maximizing graduation success.	$1,000.00	No
5.3	Redhawk Academy	MEUSD will assign an additional credentialed teacher with expertise in literacy and the science of reading to expand Redhawk Academy, a targeted instructional program designed to support low-income students	$165,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and other students enrolled in Hillside Jr. Sr. High and Sunrise High who are credit deficient, academically at risk, or significantly below grade level in reading. The program will provide small-group and individualized literacy intervention, integrated credit recovery support, academic mentoring, and personalized learning plans to accelerate progress toward graduation and postsecondary readiness. (Dual Funded with LCFF Funds)		
5.4	Counseling Services	Utilizing a Community Schools model, the Counselor provides intensive, individualized support for students identified under the Equity Multiplier. Key actions include: • Academic/Intervention: Developing and managing personalized credit recovery plans and conducting bi-weekly graduation progress monitoring. • Social-Emotional/Engagement: Facilitating "Re-engagement Meetings" for students returning from long-term absences and coordinating wrap-around supports to address barriers to attendance and achievement in alternative settings.	$27,572.00	No
5.5	Academic Recognition & Awards (New for 2026-27)	Implement a data-driven Academic Growth Recognition Program to celebrate students meeting personalized growth targets in ELA and Math. Funds will cover certificates, medals, and high-interest books to promote a culture of literacy and achievement among unduplicated student groups.	$1,000.00	No
5.6	Community-Based Experiential Learning (New for 2026-27)	Provide experiential learning excursions to regional colleges, trade schools, and industry innovation hubs. These off-site instructional extensions allow students to visualize post-secondary pathways, engage with industry professionals, and participate in hands-on career simulations. Funds will support transportation and registration fees to ensure equitable access to career-readiness opportunities for students in alternative settings.	$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,708,540	$29,4528

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
19.639%	0.000%	$0.00	19.639%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Expand Communication Channels: **Need:** The district's geographically dispersed rural communities create additional communication barriers for unduplicated pupils and their families, including limited opportunities for in-person engagement and inconsistent access to school information. Educational partners identified a need for communication systems	The district will maintain multiple communication platforms, including district and school newsletters, social media, and website communication tools. Providing information through multiple formats increases access for families of low-income students, English learners, and foster youth because it reduces barriers associated with geographic distance, limited opportunities for in-person participation, and inconsistent access to information. Although principally directed toward addressing the communication needs of	1.1, 1.3, 1.4, 1.5, 1.7, and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that provide information through multiple accessible platforms and formats to ensure families of unduplicated pupils receive timely information regarding academic programs, support services, attendance expectations, family engagement opportunities, and student resources. **Scope:** LEA-wide	unduplicated pupils and their families, the action is provided on an LEA-wide basis because maintaining consistent communication systems for all families maximizes awareness of available programs, services, and engagement opportunities while ensuring unduplicated pupils receive timely access to critical information.	
1.2	**Action:** Regular Community Consultations: **Need:** Due to geographic isolation, transportation challenges, work schedules, and other barriers common within the district's rural communities, families of unduplicated pupils may be underrepresented in traditional engagement activities and advisory processes. Input gathered through surveys, school engagement activities, and educational partner consultations identified a need to create additional opportunities for families, students, and community members to share perspectives, identify barriers, and provide feedback regarding district initiatives, academic programs, student supports, and school climate. Educational partners emphasized the importance of providing multiple avenues for participation to ensure the voices of families of unduplicated pupils are represented in district planning and continuous improvement efforts.	The district will conduct quarterly town-hall meetings, focus groups, and other consultation opportunities to gather input from families, students, staff, and community members regarding district programs, services, initiatives, and projects. These engagement opportunities are designed to increase participation by families of low-income students, English learners, and foster youth because they provide multiple forums for educational partners to share feedback, identify barriers, and contribute to district decision-making. Although principally directed toward improving engagement and representation of unduplicated pupils and their families, this action is provided on an LEA-wide basis because broad participation from all educational partners strengthens district planning while ensuring the needs and perspectives of unduplicated pupils are considered in the development, implementation, and evaluation of district programs and services.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Strengthen Volunteer Programs: **Need:** Geographic distance between communities, transportation challenges, work schedules, and limited awareness of available opportunities can reduce family involvement in school programs and events. Research and local educational partner input indicate that students experience stronger school connectedness and family-school relationships when families and community members actively participate in school activities. Families of unduplicated pupils identified a need for more accessible and clearly communicated opportunities to engage with schools, support student learning, and participate in school events and activities. Increasing family and community involvement is particularly important in supporting relationships between schools and families of unduplicated pupils and strengthening connections to available programs and services. **Scope:** LEA-wide	The district will develop, promote, and maintain a structured volunteer program that provides clearly defined opportunities for family and community participation in classrooms, extracurricular activities, school events, and district programs. The district will also recognize volunteer contributions through annual appreciation and recognition activities. This action is designed to increase opportunities for families of low-income students, English learners, and foster youth to engage with schools because it reduces barriers related to awareness and access by providing organized pathways for participation. Increased family and community involvement strengthens relationships between schools and families, increases awareness of student supports and educational opportunities, and promotes greater school connectedness for unduplicated pupils. Although principally directed toward addressing the engagement needs of unduplicated pupils and their families, this action is provided on an LEA-wide basis because all schools benefit from increased family and community participation, and broad implementation ensures families of unduplicated pupils have access to volunteer opportunities throughout the district.	1.3, 1.6, 1.7, and 1.8
1.4	**Action:** Feedback and Response System:	The district will implement a standardized feedback and response system that collects input	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Educational partner feedback indicated that families want greater transparency regarding how their input influences district decisions, programs, and services. Families reported that while opportunities to provide feedback exist, they do not always know how concerns, recommendations, or suggestions are reviewed or incorporated into district planning and decision-making processes. Due to historical underrepresentation in engagement activities and advisory groups, families of unduplicated pupils identified a need for more visible and consistent communication regarding district responses to educational partner feedback. Educational partners emphasized that demonstrating how feedback informs actions, priorities, and resource allocation is important for building trust, increasing participation, and strengthening ongoing engagement among families of unduplicated pupils. **Scope:** LEA-wide	from community meetings, surveys, engagement activities, and educational partner consultations and communicates actions taken in response to that feedback. The system will include processes for reviewing stakeholder input, identifying common themes, and publicly sharing resulting actions, decisions, and improvements. This action is designed to improve services for low-income students, English learners, and foster youth because it increases transparency regarding how educational partner feedback influences district planning, program implementation, and resource allocation. By clearly communicating how concerns and recommendations are addressed, the district strengthens trust, encourages continued participation, and increases engagement among families of unduplicated pupils. Although principally directed toward improving engagement and responsiveness for families of unduplicated pupils, this action is provided on an LEA-wide basis because transparent feedback processes benefit all educational partners while ensuring the perspectives and needs of unduplicated pupils remain central to district decision-making.	
1.7	**Action:** Bilingual Staff Support (New in 2026-27) **Need:** District data system indicates that 16% of our families speak a primary language other than English. Standard school communications and meetings often present a barrier to these families, resulting in lower attendance at	By providing bilingual stipends, we are improving the quality of engagement by ensuring specialized, culturally competent communication is available. This action is principally directed toward our English Learner student group to increase their families' ability to advocate for their student's academic and social-emotional needs.	Metrics 1.2, 1.3, and 1.4 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parent-teacher conferences and IEPs compared to English-speaking peers. **Scope:** LEA-wide		
2.1	**Action:** Highly Qualified Teachers **Need:** Analysis of student achievement, attendance, and educational partner feedback identified persistent performance gaps for low-income students, English learners, and foster youth. Educational partners emphasized the need for consistent access to effective instruction, timely academic intervention, and strong communication between schools and families. District leaders also identified challenges associated with recruiting and retaining qualified staff in a rural district, as well as the need to strengthen staff capacity to utilize instructional technology, student data systems, and communication platforms to support student learning. Unduplicated pupils require access to highly qualified teachers and support staff who can effectively analyze student performance data, communicate with families, implement targeted interventions, and provide differentiated instruction responsive to individual student needs. Educational partners identified a need for ongoing professional learning and staff support systems that strengthen instructional effectiveness and improve the delivery of services for English	The district will provide induction support for new teachers, professional development opportunities for certificated and classified staff, training on district communication and data systems, substitute-supported professional learning opportunities, and access to advanced instructional technology tools to strengthen staff capacity. These supports are designed to improve the quality of instruction, increase staff effectiveness in using student data to inform instruction, strengthen communication with families, and improve the delivery of academic and behavioral supports. This action is principally directed toward addressing the needs of low-income students, English learners, and foster youth because these student groups continue to demonstrate achievement gaps and require timely, data-informed interventions and high-quality instruction. The district expects improved staff knowledge, instructional practices, communication systems, and data utilization to increase the effectiveness of services provided to unduplicated pupils because staff will be better equipped to identify learning needs, implement targeted supports, and engage families in the educational process. This action is provided on an LEA-wide basis because all teachers and support staff who serve unduplicated pupils require consistent training, coaching, and access to instructional tools. Providing these supports districtwide	2.1, 2.2, and 2.3

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
	learners, foster youth, and low-income students. **Scope:** LEA-wide	ensures that unduplicated pupils at every school have access to qualified educators who can effectively implement instructional and intervention strategies designed to improve student outcomes.	
2.2	**Action:** District Facilities **Need:** Facility Inspection Tool (FIT) results, safety inspections, and educational partner feedback indicate that many school facilities require ongoing maintenance and improvement to provide safe, welcoming, and effective learning environments. During 2025–26, only 2 of 7 schools (28.5%) earned a Fair or better rating on the FIT Report, with multiple school sites remaining in the Poor category. Educational partners identified concerns regarding facility conditions, campus appearance, maintenance needs, and school safety. These concerns disproportionately affect low-income students, English learners, and foster youth because many rely on school campuses as a primary source of stability, support services, student engagement opportunities, and access to educational resources. Educational partners identified a need to maintain safe, clean, and functional facilities that support student learning, attendance, engagement, and well-being. **Scope:**	The district will maintain school facilities through routine inspections, annual Facility Inspection Tool (FIT) evaluations, fire and safety inspections, Williams compliance monitoring, and timely repairs of identified deficiencies. These activities are designed to ensure that school facilities remain safe, functional, and conducive to learning. This action is principally directed toward addressing the needs of low-income students, English learners, and foster youth because these student groups benefit from safe and well-maintained learning environments that support attendance, engagement, and access to educational services. Maintaining facility conditions reduces barriers that may negatively affect students' sense of safety, school connectedness, and participation in school programs. This action is provided on an LEA-wide basis because all district facilities serve unduplicated pupils, and facility maintenance systems must be implemented consistently across all schools to ensure equitable access to safe and supportive learning environments. Districtwide implementation maximizes the effectiveness of facility oversight, compliance monitoring, and maintenance efforts while ensuring that unduplicated pupils at every school benefit from improved facility conditions.	1.7, 2.4, 2.5, and 2.6

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		
2.3	**Action:** Engaging Partners to Secure Funding **Need:** Facility condition data and educational partner feedback indicate that the district has significant facility needs that affect the quality of learning environments across school sites. Only 2 of 7 schools earned a Fair or better rating on the FIT Report, and several sites remained in the Poor category. Low-income students are disproportionately impacted by facility limitations because they may have fewer alternatives for accessing stable, safe, and well-resourced learning environments outside of school. Educational partners identified a need for the district to pursue additional funding partnerships and community resources to address facility needs, improve campus conditions, and support safe, functional, and engaging learning environments for students. **Scope:** LEA-wide	The district will identify and engage local and regional businesses, non-profits, community organizations, and government agencies to pursue funding opportunities and partnerships aligned with district facility and educational goals. The district will maintain regular communication with partners and monitor the progress of funding initiatives and facility improvement efforts. This action is principally directed toward low-income students because improved facilities and additional community resources address barriers related to safe, stable, and supportive learning environments. The action is provided on an LEA-wide basis because facility improvement planning and funding partnerships must be coordinated districtwide, and all district sites serve low-income students.	2.5
2.4	**Action:** Employee Recognition Event **Need:** The identified need for the action comes from employee, student, and community input on the importance of creating intentional steps to	Historically, staff at MEUSD have been recognized for their hard work and achievements at the site or department level and during an annual board meeting. While these efforts have been valuable, we want to expand the celebration districtwide through an employee recognition event (Action 2.4). This event will not only honor individual	2.3, 2.4

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
	address the culture and climate of district staff to increase teacher and staff recruitment and retention. While many of our classified employees live within the district boundaries, most of our teaching staff live outside of the district boundaries, and this can lead to a sense of disconnection from the community they serve. By fostering a stronger, more inclusive district culture through targeted recognition and engagement efforts, we aim to build a more cohesive and supportive environment that attracts and retains high-quality educators who feel invested in the success of both the district and the community. **Scope:** LEA-wide	contributions but also unite our entire staff in a shared commitment to excellence. By broadening the scope of recognition, we aim to foster a stronger sense of community and pride across all sites, further supporting our goal of enhancing educational quality through revitalized facilities and an innovative recruitment and retention plan.	
3.1	**Action:** MTSS Leadership, Onboarding, & Graduate Outcomes Alignment **Need:** Analysis of state and local performance data indicates that English Learners and low-income students continue to experience academic challenges in English Language Arts, Mathematics, and English language development. Metric 3.6 indicates that English Learners achieved 5.17% Met or Exceeded Standard in ELA, while Metric 3.7 indicates that English Learners achieved 10.6% Met or Exceeded Standard in Mathematics. Additionally, the English Learner Progress Indicator (Metric 3.8) declined from 53.6% to	The district will implement an integrated MTSS Leadership, Onboarding, and Graduate Outcomes Alignment system designed to strengthen educator capacity and improve instructional practices for English Learners and low-income students. Through the MTSS Leadership Team, staff onboarding, mentoring, coaching, professional learning communities, and participation in the California Portrait of a Graduate Community of Practice, educators will receive training and ongoing support in literacy instruction, mathematics instruction, English language development, intervention planning, inclusive practices, and data-informed decision-making. This action is designed to improve services for unduplicated pupils because it increases educator knowledge, skills, and capacity to identify student	3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.19, and 3.20

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
	42% of students making progress toward English language proficiency, and the English Learner Reclassification Rate (Metric 3.10) declined from 8.4% to 7.3%. Educational partners identified a need to strengthen instructional consistency, staff capacity, intervention systems, and support structures that improve access to high-quality instruction and targeted academic supports for English Learners and low-income students. District leaders also identified a need to ensure new and existing staff are equipped to implement effective instructional practices, data-informed decision-making, English Learner supports, and Multi-Tiered System of Supports (MTSS) strategies designed to address the academic needs of unduplicated pupils. **Scope:** LEA-wide	needs, implement targeted instructional supports, monitor progress, and provide effective Tier I and intervention services. The district expects improved staff capacity to result in more consistent instructional practices, stronger English Learner supports, increased access to interventions, and improved academic outcomes for English Learners and low-income students.	
3.2	**Action:** MTSS-Aligned Professional Learning System **Need:** Unduplicated pupils in MEUSD, particularly English Learners (ELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged (SED) students, face persistent achievement gaps in ELA, math, and language development as indicated by CAASPP and local STAR assessment data. Educational partner input emphasized that inconsistent Tier I instruction, limited staff capacity for differentiation, and fragmented intervention	This action is designed to unify and elevate all instructional professional learning under an MTSS-aligned system that builds educator capacity to meet the academic and linguistic needs of unduplicated pupils. It provides embedded coaching and collaborative data analysis to help teachers differentiate instruction in inclusive classrooms. By supporting implementation of the CA Math Framework, the EL Roadmap, and inclusive practices, the action targets known equity gaps in core instruction and intervention access. Professional learning on LTEL strategies and IEP-aligned instruction ensures that ELs and SWDs receive effective support in general education	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11, 3.19, 3.20, 3.22, and 3.24

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
	delivery systems have contributed to uneven outcomes across schools. Additionally, students identified as Long-Term English Learners (LTELs) require integrated academic language development strategies within core instruction. SWDs often experience exclusion from general education settings due to a lack of co-teaching and inclusive instructional practices. These needs point to a systemic gap in ensuring that all students, particularly those generating supplemental and concentration funding, receive high-quality, inclusive Tier I instruction with aligned intervention supports. **Scope:** LEA-wide	settings. Furthermore, integrating after-school expanded learning with classroom instruction ensures continuity of learning for SED students who rely on extended supports. The use of frequent data cycles empowers teachers to adapt instruction based on subgroup performance and progress monitoring.	
3.3	**Action:** District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary) **Need:** Analysis of local and state assessment data indicates that English Learners and low-income students continue to experience lower academic outcomes in English Language Arts and Mathematics. Metric 3.6 indicates that English Learners achieved 5.17% Met or Exceeded Standard in ELA, while Metric 3.7 indicates that English Learners achieved 10.6% Met or Exceeded Standard in Mathematics. Local assessment data further	The district will administer Renaissance STAR Reading and Mathematics assessments and Amplify mCLASS DIBELS diagnostic assessments throughout the school year and utilize the resulting data through Professional Learning Communities, MTSS processes, intervention planning, and instructional decision-making. Elementary schools will administer assessments during Fall, Winter, and Spring benchmark windows, while secondary schools will utilize quarterly assessment cycles to monitor student progress. This action is designed to improve services for English Learners and low-income students because it provides educators with timely and actionable data regarding student performance, academic growth, and skill deficits. Teachers, intervention staff, and site leaders will use assessment results to identify students	3.6, 3.7, 3.8, 3.10, 3.19, 3.20

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
	indicates that many students remain below grade-level expectations, with only 40% of students performing at or above grade level in STAR Reading (Metric 3.19) and 39.2% performing at or above grade level in STAR Math (Metric 3.20). Educational partners identified a need for timely student performance data, early identification of learning gaps, and more consistent use of assessment information to guide instructional decisions, intervention planning, and progress monitoring. The district determined that English Learners and low-income students require ongoing assessment and data-informed instructional supports to ensure academic needs are identified early and addressed through targeted intervention and differentiated instruction. **Scope:** LEA-wide	requiring additional support, adjust instructional strategies, develop personalized learning plans, monitor intervention effectiveness, and provide supplemental instruction aligned to individual student needs. The district will also use assessment results to evaluate the effectiveness of curriculum, instructional resources, pacing guides, and intervention programs in meeting the needs of unduplicated pupils.By strengthening progress monitoring and data-informed instruction, the district expects to improve access to targeted academic supports, increase instructional responsiveness, and improve academic outcomes for English Learners and low-income students.	
3.4	**Action:** Early Childhood Education **Need:** Analysis of local assessment data indicates that many students enter the elementary grades requiring additional support in foundational literacy, language development, and early academic skills. Districtwide achievement data show that only 40% of students are performing at or above grade level in Reading (Metric 3.19) and 39.2% are performing at or above grade level in Mathematics (Metric 3.20). English Learner	The district will provide developmental screenings, family literacy events, parent education opportunities, Early Learning Community Parent Advisory Committee meetings, and expanded access to early childhood education programs, including the opening of two Early Childhood Care Centers. These services are designed to identify developmental needs early, strengthen family capacity to support learning at home, and increase access to high-quality early learning experiences. This action is designed to improve services for English Learners and low-income students because it increases access to language-rich learning environments, early intervention supports,	3.8, 3.10, 3.19, 3.20, and local data on number of children transitioning from ECE programs into MEUSD kindergarten

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
	outcomes also indicate a need for earlier language development support, as the English Learner Progress Indicator (Metric 3.8) declined from 53.6% to 42% of students making progress toward English language proficiency.The district's analysis of student performance trends indicates a need to strengthen early learning opportunities and school readiness supports before students enter kindergarten. Families have also expressed a need for increased access to early childhood programs, developmental screenings, childcare options, family literacy activities, and information regarding child development and school readiness. The district determined that expanding access to high-quality early childhood education and strengthening transitions into kindergarten are important strategies for addressing early learning needs and improving long-term academic outcomes for English Learners and low-income students. **Scope:** LEA-wide	developmental screening services, and family engagement opportunities prior to kindergarten entry. Early identification of developmental and academic needs allows educators and families to provide support before learning gaps become more significant. By strengthening early literacy development, language acquisition, school readiness, and family engagement, the district expects participating students to enter kindergarten better prepared to access grade-level instruction and experience long-term academic success.	
3.5	**Action:** Special Education and 504 Plan Services **Need:** CAASPP results indicate significant academic performance gaps for students with disabilities. In Mathematics, only 2.73% of students with disabilities met or exceeded standards compared to 13.09% of all students. In English Language Arts, only 11.77% of	MEUSD will strengthen alignment between SST, MTSS, special education, and 504 systems through universal screening, targeted interventions, specialized curriculum, progress monitoring, staff collaboration, and instructional continuity supports. This action is principally directed toward unduplicated pupils because it increases access to timely intervention, coordinated supports, and consistent monitoring of academic progress. Release time and substitute	3.6, 3.7, 3.19, 3.20, 3.21, 4.1, and 4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students with disabilities met or exceeded standards compared to 26.15% of all students. Additionally, English Learners, Long-Term English Learners, Hispanic students, and socioeconomically disadvantaged students also demonstrated low performance levels on state assessments. These data indicate a need for stronger systems of early intervention, progress monitoring, and coordinated academic supports to improve outcomes for students requiring additional services. **Scope:** LEA-wide	coverage will support meaningful collaboration during IEP and 504 meetings, ensuring interventions and accommodations are effectively implemented and monitored. This action is provided on an LEA-wide basis because a consistent districtwide system is necessary to identify student needs early, coordinate supports across settings, and improve outcomes for students with disabilities and other unduplicated student groups while benefiting all students.	
3.6	**Action:** Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes (LREBG) **Need:** Students who are homeless, foster youth, and those from economically disadvantaged homes face significant barriers to academic success and personal well-being. This action addresses their need for comprehensive support by providing targeted services that ensure they receive the necessary resources, guidance, and opportunities to succeed academically and personally. By addressing transportation, healthcare, education, and counseling needs, the district aims to mitigate the challenges these students face and create a more equitable learning environment.	Action 3.10 aims to provide comprehensive support to students experiencing homelessness, foster youth, and students from economically disadvantaged homes by implementing several key initiatives. Providing these services on a district-wide basis ensures that all students in need, regardless of which school they attend, have equitable access to support. A district-wide approach promotes consistency in service delivery, ensuring that all vulnerable students receive the same level of care and attention. This uniformity is crucial for creating an inclusive and supportive educational environment across the entire district.	Metrics 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, and 3.24 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.7	**Action:** Instructional Materials and Supplemental Instructional Capacity Supports - New for 2026-27 **Need:** Analysis of state and local assessment data indicates that English Learners and low-income students continue to demonstrate lower levels of academic achievement in English Language Arts and Mathematics than desired. Metric 3.6 indicates that English Learners achieved 5.17% Met or Exceeded Standard in ELA, while Metric 3.7 indicates that English Learners achieved 10.6% Met or Exceeded Standard in Mathematics. Additionally, only 40% of students performed at or above grade level in STAR Reading (Metric 3.19) and 39.2% performed at or above grade level in STAR Mathematics (Metric 3.20). English Learner outcomes also indicate continued need, as the English Learner Progress Indicator (Metric 3.8) declined to 42% and reclassification rates remain below desired levels. The district determined that English Learners and low-income students require access to high-quality instructional materials, supplemental intervention programs, language development supports, targeted academic interventions, and additional instructional time to address	The district will provide standards-aligned instructional materials, supplemental intervention resources, digital instructional platforms, English Learner supports, WIN Time intervention structures, and dedicated instructional capacity to strengthen Tier I instruction and targeted interventions. Resources such as Wonders ELA/ELD, Amplify ELD, Thinking Maps, Renaissance instructional platforms, IXL, REWARDS, Heggerty, Step Up to Writing, and other supplemental programs will be used to support literacy development, mathematics achievement, language acquisition, and differentiated instruction. Dedicated on-site substitute teachers will provide instructional continuity while allowing teachers to participate in assessment administration, English Learner progress monitoring, MTSS collaboration, peer coaching, intervention planning, and professional learning activities. These supports are designed to improve services for English Learners and low-income students because they increase access to targeted academic interventions, language development opportunities, differentiated instruction, and timely instructional adjustments based on student performance data. The district expects these services to improve academic achievement, language acquisition, and access to grade-level instruction for unduplicated pupils.	3.6, 3.6, 3.8, 3.10, 3.19, 3.20

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
	identified achievement gaps and accelerate academic growth. **Scope:** LEA-wide		
4.1	**Action:** Develop and implement district-wide SEL Framework **Need:** Social-emotional support is crucial for student well-being and academic success. By addressing the social and emotional needs of students, the SEL framework helps them develop essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Implementing this framework ensures that students receive consistent support in managing their emotions, setting and achieving positive goals, showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions. Given the increasing awareness of the impact of social-emotional health on academic performance and overall well-being, this action addresses a critical need within the district. **Scope:** LEA-wide	Action: 4.1 is designed to provide comprehensive social-emotional support for all students. This framework will integrate SEL into the curriculum, school culture, and daily interactions, aiming to foster students' social, emotional, and academic development. Key components of the framework will include explicit SEL instruction, creating a positive school climate, and providing professional development for staff to effectively support SEL. Providing the SEL framework on a district-wide basis ensures that all students, regardless of their school, have access to the same high-quality social-emotional learning opportunities. This uniform approach promotes equity and consistency across the district, allowing for a cohesive implementation that can be effectively supported and monitored. As students move through different schools within the district, they will experience a continuous and familiar approach to SEL, which reinforces their learning and development. Additionally, district-wide implementation facilitates the sharing of best practices, resources, and professional development, enhancing the overall effectiveness of the framework.	We will monitor progress of the SEL Framework development and implementation through the following metrics: CHKS (California Healthy Kids Survey) Data: This survey collects data on students' perceptions of their school environment, safety, and overall well-being. Analyzing CHKS data will provide insights into how well the SEL framework is improving students' social-emotional health and school climate. Sown to Grow Check-in Reports: These reports will track students' self-assessments and reflections on their social-emotional development. Regular check-ins will help monitor individual and group progress in SEL competencies, identifying

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
			areas needing additional support. Staff Professional Development Surveys: Surveys conducted after SEL training sessions will gauge the effectiveness of professional development for teachers and staff. Feedback from these surveys will help refine training programs to ensure staff are well-equipped to implement the SEL framework effectively. Student Voice Surveys: These surveys will capture students' feedback on the SEL framework and its impact on their school experience. Understanding students' perspectives will provide valuable information on the framework's effectiveness and areas for improvement.
4.2	**Action:** Counseling Services **Need:** Social-emotional support is essential for students to navigate the challenges of academic life and personal development.	Social emotional learning and support through counselors at every school site Action: 4.2 provides comprehensive counseling services across the district aims to address the social-emotional support needs of all students. These services will include a school counselor assigned to every school site in MEUSD which will	Metrics 4.2, 4.7, 4.8, 4.10, and 4.12 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Counseling services help students manage stress, build resilience, develop interpersonal skills, and improve their overall emotional health. By providing these services, the district ensures that students have access to professional support to address their mental health needs, thereby enhancing their ability to focus on learning and achieve academic success. **Scope:** LEA-wide	provide individual and group counseling, crisis intervention, and preventive programs designed to enhance students' mental health and emotional well-being. School counselors will work closely with teachers, administrators, and parents to create a supportive environment that fosters students' academic and personal growth. Additionally, this action ensures that social-emotional learning and support are available through dedicated counselors at every school site. Offering counseling services on a district-wide basis ensures that all students, regardless of their school, have equitable access to mental health support. This approach promotes consistency in the quality and availability of counseling services, ensuring that no student is left without necessary support. A district-wide program also allows for the standardization of counseling practices and the sharing of resources and expertise across schools, leading to more effective and efficient service delivery. As students transition between schools within the district, they will benefit from a continuous and familiar support system. By having counselors at every school site, the district guarantees that social-emotional learning and support are integrated into each student's daily school experience.	
4.3	**Action:** Tiered SEL-Aligned Professional Development **Need:** Analysis of California Dashboard indicators, attendance data, suspension data, and school climate measures indicates that English Learners, including Long-Term English	The district will provide a comprehensive system of Social Emotional Learning (SEL) and MTSS-aligned professional development focused on Positive Behavioral Interventions and Supports (PBIS), restorative practices, trauma-informed instruction, culturally responsive classroom management, disability awareness, and student engagement strategies. School leaders will also	4.3, 4.5, 4.7, 4.9, 4.10, and 4.12

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
	Learners, and socioeconomically disadvantaged students continue to experience barriers to full engagement and success in school. Metric 4.3 indicates that Long-Term English Learners had a suspension rate of 13.3%, while socioeconomically disadvantaged students had a suspension rate of 6.5%. Chronic absenteeism remains elevated at 34% (Metric 4.5), and school climate data indicate continued need to strengthen school connectedness, student engagement, and positive adult-student relationships (Metric 4.7). The district determined that additional staff capacity is needed to implement culturally responsive practices, trauma-informed supports, restorative approaches, and positive behavior interventions that improve educational experiences for English Learners and low-income students. Educational partners and local data analyses identified a need for more consistent implementation of Tier I social-emotional supports and inclusive behavior systems across all schools. **Scope:** LEA-wide	participate in leadership development focused on equitable instructional practices and positive school culture. This action is designed to improve services for English Learners and low-income students because it increases educator capacity to create safe, inclusive, and supportive learning environments, implement effective behavior supports, strengthen student relationships, and respond to barriers that may contribute to absenteeism, disengagement, or disciplinary incidents. Improved implementation of SEL and MTSS practices is expected to increase school connectedness, reduce exclusionary discipline, improve attendance, and strengthen access to instruction for unduplicated pupils.	
4.4	**Action:** Transportation Services **Need:** Offering free transportation services district-wide ensures that all eligible students across MEUSD benefit from this support. A district-wide approach promotes consistency and	MEUSD remains dedicated to providing free transportation services to and from school for all eligible students. Our commitment to offering this essential service is rooted in ensuring equitable access to education, eliminating barriers to attendance, and promoting a safe and supportive learning environment. By continuing to provide free transportation, we strive to facilitate student	4.4, 4.5, 4.6, 4.7 and 4.10

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
	equity, making sure that no student is left out due to logistical or financial challenges. This uniform service across all schools in the district helps to create a cohesive and inclusive educational environment, where all students can access their right to education without the hindrance of transportation issues. **Scope:** LEA-wide	participation, reduce transportation-related challenges for families, and foster a positive educational experience for all students within our district. Providing free transportation services addresses the critical need for equitable access to education. For many students, especially those from low-income families, transportation can be a significant barrier to regular school attendance. By eliminating this barrier, MEUSD ensures that all students have the opportunity to attend school consistently, which is vital for their academic success and overall well-being. This action promotes inclusivity and equity by ensuring that every student, regardless of their socio-economic status, has the same opportunity to participate in the educational process.	
4.5	**Action:** Experiential Learning and Applied Student Engagement (New in 2026-27) **Need:** Data indicates that our unduplicated students—specifically our English Learner population and Low-Income students—experience higher rates of chronic absenteeism and lower scores on school connectedness surveys. To address these needs, the district is implementing Action 4.5 (Experiential Learning and Applied Student Engagement). **Scope:** LEA-wide	By providing fully-funded, place-based learning opportunities such as 6th Grade Outdoor Education and regional field studies, the district is removing socioeconomic barriers to participation and providing high-context, language-rich environments that foster student belonging. We expect that this improved service will lead to increased attendance and a stronger sense of school connectedness for our unduplicated student groups. By removing financial barriers to participation and providing collaborative, hands-on learning experiences in language-rich environments, students have increased opportunities to build peer relationships, engage with school staff, and connect classroom learning to real-world experiences. These experiences are intended to strengthen students' sense of belonging and	Metrics 4.6, 4.7, and participation rates of unduplicated students in Outdoor Education and other experiential learning opportunities will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		engagement with school, which the district will monitor through attendance, chronic absenteeism, and school connectedness metrics.	
5.1	**Action:** Family Intake Meetings - Personalized Learning Plans **Need:** Data and educational partner feedback indicate that many low-income students, English learners, and foster youth enrolled at Hillside Jr./Sr. Independent Study and Sunrise Continuation High School enter with significant credit deficiencies, inconsistent school attendance, and barriers to academic engagement. Students often require individualized planning and coordinated support to successfully transition into an alternative education setting and remain on track toward graduation and post-secondary goals. **Scope:** Schoolwide	MEUSD will conduct Family Intake Meetings for all newly enrolled students at Hillside Jr./Sr. Independent Study and Sunrise Continuation High School. During these meetings, students and families will collaborate with counselors and administrators to review academic records, identify credit recovery needs, develop individualized graduation plans, connect students to available supports, and establish post-secondary goals. This action is principally directed toward unduplicated pupils because these student groups are disproportionately represented among students experiencing credit deficiencies, attendance challenges, and disengagement from school. Early planning and coordinated support increase access to interventions, clarify graduation pathways, and strengthen family-school partnerships. This action is provided on a schoolwide basis because the identified needs are prevalent across the alternative education student population, and a consistent intake process ensures all students entering these schools receive timely support while improving outcomes for unduplicated pupils.	5.1, 5.2, 5.3, 5.4, and 5.6
5.3	**Action:** Redhawk Academy **Need:** Analysis of local student achievement, graduation readiness, and academic performance data indicates that many	MEUSD will assign an additional credentialed teacher with expertise in literacy and the science of reading to expand Redhawk Academy, a targeted instructional program serving students enrolled at Hillside Jr. Sr. High and Sunrise High who are credit deficient, academically at risk, or significantly below grade level in reading. The	5.1, 5.2, 5.3, 5.4, and 5.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students enrolled at Hillside Jr. Sr. High and Sunrise High enter alternative education programs significantly below grade-level expectations in literacy and behind in credits needed for graduation. Metric 5.2 indicates that students enrolled in the program require individualized learning plans and targeted interventions to move from off-track to on-track graduation status. Metric 5.6 demonstrates that while student performance in English Language Arts has improved, many students continue to perform below proficiency levels and require additional academic support to access grade-level content and successfully complete graduation requirements. The district's analysis further indicates that many students enrolled in alternative education programs are low-income students who face barriers related to interrupted schooling, chronic absenteeism, academic disengagement, and limited access to individualized academic supports. These barriers increase the likelihood that students will fall behind academically and require alternative pathways to graduation. The district determined that additional literacy intervention, academic mentoring, and personalized instructional support are necessary to improve outcomes for low-income students enrolled in alternative education settings. **Scope:** Schoolwide	program will provide small-group and individualized literacy instruction, integrated credit recovery support, academic mentoring, progress monitoring, and personalized learning plans designed to accelerate academic growth and graduation readiness. This action is designed to improve services for low-income students because it provides additional instructional support beyond the core educational program. Students participating in Redhawk Academy will receive increased access to evidence-based literacy interventions, individualized academic planning, targeted credit recovery assistance, and ongoing mentorship. These services are intended to address barriers that contribute to academic underperformance and delayed graduation progress. The district expects these supports to increase literacy achievement, improve credit accumulation, strengthen engagement in school, and increase the number of students who successfully move from off-track to on-track graduation status.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Family Resource Center: **Need:** Educational partner feedback, student support referrals, and local needs assessment data indicate that low-income students, English learners, and foster youth experience disproportionate barriers related to housing instability, food insecurity, access to physical and mental health services, family stress, and limited access to community resources. These barriers can negatively affect student attendance, engagement, academic performance, and overall well-being. Families of unduplicated pupils reported challenges navigating available community services and accessing supports due to transportation barriers, language barriers, limited awareness of available resources, and the rural nature of the district. Educational partners identified a need for coordinated access to wrap-around services that address non-academic barriers to student success and strengthen connections between families and community-based support agencies. **Scope:** Limited to Unduplicated Student Group(s)	The Community Schools Coordinator will collaborate with local community agencies to establish and maintain a Family Resource Center that connects low-income students, English learners, and foster youth and their families to services related to social-emotional wellness, mental health, physical health, housing stability, food security, family engagement, and student support services. This action is designed to improve services for unduplicated pupils because it provides coordinated access to resources that address barriers affecting attendance, engagement, and academic success. By connecting families to needed supports and reducing obstacles to accessing community services, the Family Resource Center increases the availability and quality of services provided to English learners, foster youth, and low-income students. The district expects that improved access to wrap-around supports will strengthen student engagement, increase family participation, improve attendance, and support positive academic and social-emotional outcomes for participating students.	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 4.4, 4.5, 4.6, 4.7, 4.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Targeted Instructional Support & Assessment Release (New for 2026-27) **Need:** Student performance data, English Learner progress data, and educational partner feedback indicate a need to strengthen instructional supports for English Learners, students enrolled in alternative education settings, and other unduplicated pupils requiring targeted academic intervention. Potrero Elementary serves a student population that is approximately 80% English Learner, creating a significant need for staff expertise in English language development, language acquisition strategies, assessment practices, and differentiated instruction. Additionally, students enrolled in continuation and alternative education programs often require specialized instructional approaches, individualized academic support, and staff with expertise in addressing diverse learning needs. Educational partners identified a need to strengthen educator capacity through specialized training, collaboration, assessment practices, and instructional coaching to improve academic achievement, language acquisition, and student engagement for unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(s)	The district will provide targeted professional development, mentoring, coaching, substitute-supported release time, and specialized training opportunities for educators serving English Learners and students enrolled in alternative education programs. Funding will support participation in specialized conferences for continuation education and independent study staff, STEM leadership development through the BATTELLE cohort, and collaborative professional learning opportunities focused on instructional effectiveness. At Potrero Elementary, substitute release time will allow teachers to conduct individual English language and academic assessments, analyze student data, collaborate on instructional planning, and participate in peer coaching cycles focused on evidence-based English Learner instructional strategies, including SDAIE, GLAD, and Integrated and Designated English Language Development. These supports are designed to improve the quality of instruction provided to English Learners because educators will have increased opportunities to assess student needs, refine instructional practices, implement targeted language supports, and provide differentiated instruction aligned to student performance data. The district expects this action to improve services for English Learners and other unduplicated pupils by increasing educator expertise, strengthening instructional practices, improving English language development supports, and expanding access to targeted academic interventions. Effectiveness will be monitored through English Learner progress	2.2, 2.3, 3.6, 3.7, 3.8, 3.10, 3.19, 3.20

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		measures, ELPAC performance, English Learner reclassification rates, local assessment data, and student achievement outcomes.	
4.5	**Action:** Experiential Learning and Applied Student Engagement (New in 2026-27) **Need:** Data indicates that our unduplicated students—specifically our English Learner population and Low-Income students—experience higher rates of chronic absenteeism and lower scores on school connectedness surveys. To address these needs, the district is implementing Action 4.5 (Experiential Learning and Applied Student Engagement). **Scope:** Limited to Unduplicated Student Group(s)	By providing fully-funded, place-based learning opportunities such as 6th Grade Outdoor Education and regional field studies, the district is removing socioeconomic barriers to participation and providing high-context, language-rich environments that foster student belonging. We expect that this improved service will lead to increased attendance and a stronger sense of school connectedness for our unduplicated student groups. By removing financial barriers to participation and providing collaborative, hands-on learning experiences in language-rich environments, students have increased opportunities to build peer relationships, engage with school staff, and connect classroom learning to real-world experiences. These experiences are intended to strengthen students' sense of belonging and engagement with school, which the district will monitor through attendance, chronic absenteeism, and school connectedness metrics.	Metrics 4.6, 4.7, and participation rates of unduplicated students in Outdoor Education and other experiential learning opportunities will be used to monitor effectiveness of this action.

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.

The LEA will use Additional Concentration Grant Add-On funding to support Goal 4, Action 4.2 – Counseling Services at Campo Elementary, Clover Flat Elementary, Potrero Elementary, Mountain Empire Junior High, Mountain Empire High, Hillside Junior/Senior High, and Sunrise Continuation High School, all of which have unduplicated pupil percentages above 55 percent. These funds will maintain counseling services previously supported through a funding source that is no longer available and will increase access to direct academic, college and career, attendance, and social-emotional supports for foster youth, English learners, and low-income students. The effectiveness of this action will be monitored through Metrics 4.5, 4.6, and 4.11.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:10 - Descanso Elementary	1:10 - Campo Elementary, Clover Flat Elementary, Potrero Elementary, Mountain Empire Junior High, Mountain Empire High, Hillside Junior/Senior High, and Sunrise Continuation High School
Staff-to-student ratio of certificated staff providing direct services to students	0.25:174 - Descanso Elementary	1:352 - Campo Elementary 1:178 - Clover Flat Elementary 1: 279 - Potrero Elementary 1:208 - Mountain Empire Junior High 2:359 - Mountain Empire High

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,883,302	3,708,540	19.639%	0.000%	19.639%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,708,540.00	$4,299,725.00	$0.00	$445,149.00	$8,453,414.00	$5,127,105.00	$3,326,309.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expand Communication Channels:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$86,887.00	$46,512.00	$63,890.00	$52,131.00		$17,378.00	$133,399.00	
1	1.2	Regular Community Consultations:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$132,289.00	$7,650.00	$113,886.00			$26,053.00	$139,939.00	
1	1.3	Strengthen Volunteer Programs:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$0.00	$12,813.00	$7,213.00	$5,600.00			$12,813.00	
1	1.4	Feedback and Response System:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$63,608.00	$10,775.00	$74,383.00				$74,383.00	
1	1.5	Family Resource Center:	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		3 years	$34,056.00	$16,400.00	$18,228.00	$32,228.00			$50,456.00	
1	1.6	Community Engagement Initiative (CEI) - Discontinued for 2026-27	All	No			Specific Schools: Mountain Empire High School	2 years	$0.00	$0.00	$0.00				$0.00	
1	1.7	Bilingual Staff Support (New in 2026-27)	English Learners	Yes	LEA-wide	English Learners		1 year	$44,550.00	$0.00	$44,550.00				$44,550.00	
2	2.1	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$18,104.00	$19,423.00	$9,423.00			$28,104.00	$37,527.00	

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	District Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$1,303,949.00	$1,527,096.00	$644,054.00	$2,186,991.00			$2,831,045.00	
2	2.3	Engaging Partners to Secure Funding	Low Income	Yes	LEA-wide	Low Income		3 years	$27,267.00	$5,000.00	$32,267.00				$32,267.00	
2	2.4	Employee Recognition Event	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$6,256.00	$13,600.00	$19,856.00				$19,856.00	
2	2.5	Targeted Instructional Support & Assessment Release (New for 2026-27)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Potrero Elementary, Mountain Empire Junior High, Hillside Jr. Sr. High, and Sunrise Continuation High School		$9,159.00	$15,000.00	$7,340.00	$16,819.00			$24,159.00	
3	3.1	MTSS Leadership, Onboarding, & Graduate Outcomes Alignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$0.00	$37,072.00	$23,500.00	$13,572.00			$37,072.00	
3	3.2	MTSS-Aligned Professional Learning System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$999,968.00	$46,423.00	$500,075.00	$491,558.00		$54,758.00	$1,046,391.00	
3	3.3	District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$0.00	$192,034.00	$165,457.00	$26,577.00			$192,034.00	
3	3.4	Early Childhood Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$363,213.00	$44,448.00		$407,661.00			$407,661.00	
3	3.5	Special Education and 504 Plan Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$275,074.00	$1,510.00	$276,584.00				$276,584.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.6**	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes (LREBG)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		3 years	$319,558.00	$0.00	$130,359.00	$153,925.00		$35,274.00	$319,558.00	
3	**3.7**	Instructional Materials and Supplemental Instructional Capacity Supports - New for 2026-27	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		1 year	$154,857.00	$551,882.00	$376,949.00	$329,790.00			$706,739.00	
4	**4.1**	Develop and implement district- wide SEL Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$95,411.00	$4,805.00	$4,805.00	$95,411.00			$100,216.00	
4	**4.2**	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$748,120.00	$2,300.00	$256,828.00	$213,950.00		$279,642.00	$750,420.00	
4	**4.3**	Tiered SEL-Aligned Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$132,914.00	$5,500.00	$5,500.00	$132,914.00			$138,414.00	
4	**4.4**	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	$0.00	$706,522.00	$706,522.00				$706,522.00	
4	**4.5**	Experiential Learning and Applied Student Engagement (New in 2026-27)	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		1 year	$0.00	$55,412.00	$41,840.00	$13,572.00			$55,412.00	
5	**5.1**	Family Intake Meetings - Personalized Learning Plans	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hillside Jr. Sr. High, Sunrise Continuation High	3 years	$118,856.00	$1,000.00	$118,856.00	$1,000.00			$119,856.00	
5	**5.2**	Spring Family Workshops	All	No			Specific Schools: Hillside Jr. Sr. High, Sunrise Continuation High	3 years	$0.00	$1,000.00		$1,000.00			$1,000.00	
5	**5.3**	Redhawk Academy	English Learners Foster Youth	Yes	Schoolwide	English Learners	All Schools Specific	3 years	$165,437.00	$132.00	$66,175.00	$99,394.00			$165,569.00	

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
						Foster Youth	Schools: Sunrise Continuation High School, Hillside Jr. Sr. High									
5	**5.4**	Counseling Services	All	No			Specific Schools: Hillside Jr. Sr. High, Sunrise Continuation High School	1 Year	$27,572.00	$0.00		$23,632.00		$3,940.00	$27,572.00	
5	**5.5**	Academic Recognition & Awards (New for 2026-27)	All	No			Specific Schools: Sunrise Continuation High School, Hillside Jr. Sr. High	1 Year	$0.00	$1,000.00		$1,000.00			$1,000.00	
5	**5.6**	Community-Based Experiential Learning (New for 2026-27)	All	No			Specific Schools: Hillside Jr. Sr. High, Sunrise Continuation High	1 Year	$0.00	$1,000.00		$1,000.00			$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,883,302	3,708,540	19.639%	0.000%	19.639%	$3,708,540.00	0.000%	19.639 %	**Total:**	$3,708,540.00
								LEA-wide Total:	$3,497,941.00
								Limited Total:	$67,408.00
								Schoolwide Total:	$185,031.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Expand Communication Channels:	Yes	LEA-wide	English Learners Foster Youth Low Income		$63,890.00	
1	**1.2**	Regular Community Consultations:	Yes	LEA-wide	English Learners Foster Youth Low Income		$113,886.00	
1	**1.3**	Strengthen Volunteer Programs:	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,213.00	
1	**1.4**	Feedback and Response System:	Yes	LEA-wide	English Learners Foster Youth Low Income		$74,383.00	
1	**1.5**	Family Resource Center:	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$18,228.00	
1	**1.7**	Bilingual Staff Support (New in 2026-27)	Yes	LEA-wide	English Learners		$44,550.00	
2	**2.1**	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,423.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	District Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income		$644,054.00	
2	2.3	Engaging Partners to Secure Funding	Yes	LEA-wide	Low Income		$32,267.00	
2	2.4	Employee Recognition Event	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,856.00	
2	2.5	Targeted Instructional Support & Assessment Release (New for 2026-27)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Potrero Elementary, Mountain Empire Junior High, Hillside Jr. Sr. High, and Sunrise Continuation High School	$7,340.00	
3	3.1	MTSS Leadership, Onboarding, & Graduate Outcomes Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income		$23,500.00	
3	3.2	MTSS-Aligned Professional Learning System	Yes	LEA-wide	English Learners Foster Youth Low Income		$500,075.00	
3	3.3	District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	Yes	LEA-wide	English Learners Foster Youth Low Income		$165,457.00	
3	3.4	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.5	Special Education and 504 Plan Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$276,584.00	
3	3.6	Services for Students who are Homeless, Students	Yes	LEA-wide	Foster Youth Low Income		$130,359.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		who are Foster Youth, and Students from Economically Disadvantaged Homes (LREBG)						
3	3.7	Instructional Materials and Supplemental Instructional Capacity Supports - New for 2026-27	Yes	LEA-wide	English Learners Foster Youth Low Income		$376,949.00	
4	4.1	Develop and implement district- wide SEL Framework	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,805.00	
4	4.2	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$256,828.00	
4	4.3	Tiered SEL-Aligned Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,500.00	
4	4.4	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$706,522.00	
4	4.5	Experiential Learning and Applied Student Engagement (New in 2026-27)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$41,840.00	
5	5.1	Family Intake Meetings - Personalized Learning Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Hillside Jr. Sr. High, Sunrise Continuation High	$118,856.00	
5	5.3	Redhawk Academy	Yes	Schoolwide	English Learners Foster Youth	All Schools Specific Schools: Sunrise Continuation High School, Hillside Jr. Sr. High	$66,175.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,428,197.00	$8,546,797.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Expand Communication Channels:	No	$51,055.00	$51,055.00
1	**1.2**	Regular Community Consultations:	No	$17,255.00	$17,255.00
1	**1.3**	Strengthen Volunteer Programs:	No	$13,128.00	$13,128.00
1	**1.4**	Feedback and Response System:	No	$18,579.00	$18,579.00
1	**1.5**	Family Resource Center	No	$21,353.00	$21,353.00
1	**1.6**	Community Engagement Initiative (CEI)	No	$27,059	$27,059
2	**2.1**	Highly Qualified Teachers	No	$77,416.00	$77,416.00
2	**2.2**	District Facilities	Yes	$2,359,880.00	$2,359,880.00
2	**2.3**	Engaging Partners to Secure Funding	No	$14,804.00	$14,804.00
2	**2.4**	Employee Recognition Event	Yes	$13,128.00	$13,128.00
3	**3.1**	MTSS Leadership, Onboarding, & Graduate Outcomes Alignment	No	$108,728.00	$108,728.00

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)
3	3.2	MTSS-Aligned Professional Learning System	Yes	$278,798.00	$278,798.00
3	3.3	District-wide use of assessments in Reading and Math to monitor student progress (Fall, Winter, Spring: Elementary) (Quarter 1, 2, 3, 4: Secondary)	No	$39,866.00	$39,866.00
3	3.4	Early Childhood Education	No	$1,177,421.00	$1,177,421.00
3	3.5	Special Education and 504 Plan Services	No	$17,255.00	$17,255.00
3	3.6	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	$84,275.00	$202,875.00
4	4.1	Develop and implement district-wide SEL Framework	Yes	$45,252.00	$45,252.00
4	4.2	Counseling Services	Yes	$1,434,970.00	$1,434,970.00
4	4.3	Tiered SEL-Aligned Professional Development	No	$173,424.00	$173,424.00
4	4.4	Transportation Services	Yes	$2,118,390.00	$2,118,390.00
5	5.1	Family Intake Meetings - Personalized Learning Plans	No	$202,473.00	$202,473.00
5	5.2	Family Workshops	No	$12,128.00	$12,128.00
5	5.3	Redhawk Academy	Yes	$121,560.00	$121,560.00

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,870,673.00	$3,963,078.00	$3,963,078.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	District Facilities	Yes	$862,607.00	$862,607.00		
2	2.4	Employee Recognition Event	Yes	$13,128.00	$13,128.00		
3	3.2	MTSS-Aligned Professional Learning System	Yes	$72,833.00	$72,833.00		
3	3.6	Services for Students who are Homeless, Students who are Foster Youth, and Students from Economically Disadvantaged Homes	Yes	$15,255.00	$15,255.00		
4	4.1	Develop and implement district-wide SEL Framework	Yes	$45,252.00	$45,252.00		
4	4.2	Counseling Services	Yes	$726,409.00	$726,409.00		
4	4.4	Transportation Services	Yes	$2,118,390.00	$2,118,390.00		
5	5.3	Redhawk Academy	Yes	$109,204.00	$109,204.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18,835,856	$3,870,673.00	0	20.549%	$3,963,078.00	0.000%	21.040%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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