

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
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Plan Summary 2026-2027

General Information

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

The Monrovia Unified School District (MUSD) is located in the foothill community of Monrovia, a 138 year-old city in the northeast San Gabriel Valley. MUSD consists of an early learning center, five elementary schools, two middle schools, one comprehensive high school, two alternative schools, and one community adult school. By working actively and cooperatively as students, staff, parents, & community, the Monrovia Unified School District is committed to devoting its energy, resources, and support to provide academically rigorous educational programs that foster the maximum development of each student’s potential in a challenging, safe, orderly, & positive learning environment, with quality staff and quality service. Our Board of Education and Superintendent share a vision for MUSD to be an exemplary school district by empowering all students to reach their highest potential through innovative, engaging, and personalized learning experiences. MUSD serves a diverse community of approximately 5,000 students. The ethnic population can be described as 63.3% Hispanic, 15.5% White, 8.1% Asian American, 4.5% African American, 2.4% Filipino, and 5.3% multiple ethnicities. 63% of our students are designated as socioeconomically disadvantaged, 11.0% were English-learners , 0.5% Foster Youth, and 2.4% Homeless.

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

Based on the 2024 CA Dashboard, Canyon Oaks High School and Mountain Park were identified to receive Equity Multiplier funds.

Reflections: Annual Performance

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

Reflection of 2024 CA Dashboard results

While continuing to maintain our district wide math results, we still remain below the standard and will increase awareness and intervention aimed at math improvement. We also continue to need to target specific sub-groups including EL's, Long Term English Language Learners, and Students with Disabilities.

Based upon the 2025 California School Dashboard results, our district has performed at the lowest performance level on the following state indicators:

Lowest performance level in *English Language Arts* achievement:

MUSD Long-Term English Learners

86.3 points below standard

Declined 13.6 Points

MUSD Students with Disabilities

101.5 points below standard

Declined 14.6 Points

Lowest performance level in *Mathematics* achievement:

MUSD Students with Disabilities

134.3 points below standard

Declined 12.1 Points

Lowest performance level in *Suspension Rate* achievement:

MUSD Foster Youth

MUSD Long Term English Language Learners

To address these challenges we are incorporating a number of targeted actions in the LCAP, including:

- Improving and increasing opportunities for academic intervention (Goal 1, Actions 5 & 9)
- Increasing and improving strategies to build students' sense of connection, engagement, and well-being (Goal 3, Actions 1, 2, 3, 4, 6, 9, & 10)
- Providing professional development for teachers and staff to refine instructional practices in ELA, math, and ELD (Goal 2, Actions 1, 2, & 3)
- Providing professional development for teachers and staff to foster stronger relationships with students and families (Goal 2, Actions 1 & 2)
- Expanding services (e.g., counseling) to support the social-emotional needs of students (Goal 3, Actions 3, 8, 9, & 10)

- Targeting and supporting English Language Learners and focus on LTEL intervention (Goal 1, Actions 1, 3 & 8)

Successes (review of second year reflection)

Our efforts to address the needs of our students has led to significant progress and a number of successes.

We had commendable progress in reducing chronic absenteeism, with a reduction from 24.5% (2023) to 16.2% (2024) and we are maintaining that average in the 2025-26 school year. We have improved from eleven identified as red on the CA Dashboard in lowest performing groups in chronic absenteeism by 2023 to zero groups identified in red on the dashboard reporting from 2025. Our average daily attendance has remained at a fairly high level of 94% on average over the past two years, continually moving towards our target of 95%.

Five of the six schools that had been identified for Additional Targeted Support and Improvement (ATSI) in 2022-23 have met the criteria to exit that status. Student achievement in ELA and Math have remained relatively stable based on the 2025 Dashboard and we still continue to address the challenges of increasing the progress of students with disabilities. However, we have seen continued annual growth in achievement on local assessments (i-Ready) during the 2025-26 school year with a 6% growth in math and a 1% growth in English Language Arts.

Based upon our 2025 dashboard results, we have seen a positive increase in English Language Arts progress. According to the CA Dashboard results, in ELA, our entire district moved to the green band with an increase of 4.6 points, placing us 10.7 points above standard. Our English Learner Progress also reflected progress moving to district-wide green, with 52.1% progress and increasing by 2.6%, with no students identified in red.

Monrovia High School continued improvement in addressing the needs of our Long Term English Language Learners, decreasing 2.8% from our initial baseline. Monrovia High also increased with 4% growth in English performance from 56% to 60% meeting or exceeding in 2024-25 and increased with 2% growth in Math performance from 28% to 30% meeting or exceeding in 2024-25. Monrovia High School continued to maintain a graduation rate of over 95%, which included all of our targeted groups including English Learners, Students with Disabilities and Socioeconomically Disadvantaged. Our High School suspension rates reduced to 1.62% achieving landing below our three year goal of 2.5% or lower

District-wide for English Language Learner progress, we maintained another year of growth with ELA results improving just under 0.5% and Math improving just over 0.5%.

According to the 2023 CA Dashboard the following groups were identified as the Lowest Performing Student Groups (2023 Dashboard)

Based upon the 2023 California School Dashboard, the areas our district has performed at the lowest performance level on the following state indicators:

Lowest performance level in English Language Arts achievement:

- Bradoaks English learners
- MUSD Students with disabilities
- Monroe students with disabilities
- Wild Rose English learners
- Clifton students with disabilities

Lowest performance level in Mathematics achievement:

- MUSD African American students
- Monroe students with disabilities

MHS students with disabilities
Santa Fe Hispanic students

Lowest performance level in Suspension Rate:

MUSD Foster students
MUSD homeless students
Santa Fe students with disabilities
Santa Fe White students
MHS homeless students
Canyon Oaks High School all students

Lowest performance level for Chronic Absenteeism: MUSD homeless students

Bradoaks students with disabilities
Bradoaks White students
Mayflower English learners
Monroe all students
Monroe English learners Monroe low income students
Monroe Hispanic students
Wild Rose all students
Wild Rose low income students
Wild Rose students with disabilities
Wild Rose Hispanic students

Learning Recovery Education Block Grant

MUSD will have unexpended Learning Recovery Education Block Grant (LREBG) funds for the 2025-26 school year.

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

Reflections: Technical Assistance

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

Based upon the 2023 Dashboard, MUSD qualified for Differentiated Assistance (DA) due to the rates of chronic absenteeism and suspension for our homeless student group. In comparison from our 2023 baseline indicators MUSD identified groups in the lowest performance (red band) as follows- ELA: Students with disabilities and EL's at four sites; Math: African American Students, and Students with Disabilities at three sites; Suspension Rate: Foster Students, Homeless Students, Students with Disabilities; Chronic Absenteeism: Homeless Students, Students with Disabilities, English Language Learners, White Students, Socioeconomically Disadvantaged Students at various sites. As of our 2025 Dashboard indicators, we have significantly reduced various groups identified in the lowest performing (red) band. Language Arts: Long Term English Language Learners and Students with Disabilities; Math: Students with Disabilities; Suspension Rate: Foster Youth and Long Term English Language Learners; Chronic Absenteeism: Zero groups identified. This is the result of stability within our district leadership roles, targeted focus and strategies addressing academic, behavioral and attendance issues. Through increased targeted goals and ongoing monitoring, expanded engagement with families and improved communication, we have reduced several target groups who had initially been identified in the CA Dashboard in the lowest performance levels. We have approached with a full commitment and training implementing the Multi-Tiered System of Support (MTSS) model, with a focus on PBIS across all campuses and training in McKinney-Vento and community outreach. With a targeted focus and review of dashboard results, we continue to achieve positive results in reducing our suspension rate among our identified homeless population, and reducing chronic absenteeism to zero for all student groups.

Based upon the 2024 Dashboard, MUSD qualified for Differentiated Assistance (DA) due to the rates of chronic absenteeism and suspension for Long Term English Language Learners and Special Education groups. LTEL's are at the red band with 72.8 points below standard in ELA and 174.5 points below standard in mathematics, and 11.3% suspended at least one day. Students with disabilities are identified in the red band in mathematics at 122.3 points below the standard.

Based upon the 2025 Dashboard, MUSD qualified for Differentiated Assistance (DA) in the following areas: English Language Arts- Long-Term English Learners 86.3 points below standard Declined 13.6 Points, Students with Disabilities 101.5 points below standard, Declined 14.6 Points; Mathematics- Students with Disabilities 134.3 points below standard Declined 12.1 Points. Suspension Rate- Foster Youth Increased 10.3%, Long Term English Language Learners Increased 1.1%..

MUSD will continue to sustain and expand the Multi-Tiered Multi-Dimensional Systems of Support (MTMDSS) model, with a focus on targeted groups, and consistent monitoring, through Coordination of Services Teams (COST) being developed at each site. These teams, consisting of administration, counselors, attendance clerks, psychologists, special education providers and other wraparound services will meet consistently, monitor progress and provide appropriate outreach and interventions as necessary. We will continue to address these concerns, using strategies including consulting with LACOE specialists, attending relevant workshops, and collaborating with neighboring districts. Our Student Support Services department will continue to refine programs to better meet the needs of the homeless student group, including: improved outreach from our counselors and intervention providers; home wellness checks with our safety resource officer and increasing wellness center access in our secondary school sites; increased opportunities to connect and engage with families experiencing homelessness; improved communication to connect families with community resources. Our Special Education Department has taken steps to improve inclusion practices and support with increased Board Certified Behavior Analysts being staffed. Educational Services is focusing on improvement of ELD practices, strategies, training and reducing Long Term English Language Learners with newly adopted newcomer and ELD curriculum, including new systems of initial assessment and interventions for EL's initially.

Based on the 2025 Dashboard, our ELPI for LTELs is in the green band with 62.5% making progress. This is an increase of 6.6%. Our LTEL chronic absenteeism is now in the orange band with 21.5% of 65 students. This is a decrease of 4.9%. Students with disabilities also declined by 2.1% with only 21.8% of students being chronically absent.

LTEL's are still in the red band with 86.3 points below standard in ELA (declined 13.6 points) and 156 points below standard in mathematics (increase of 18.5pts), and 12.4% suspended at least one day which is a 1.1% increase from 2024.

347 students were identified as having disabilities. They scored 134.3 points below standard with a decline of 12.1 points (still in the red) for Mathematics. There were 349 students identified with disabilities and scored 101.5 points below the standard which is a decline of 14.6 points (still in the red) for ELA.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

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.

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Educational Partner(s)	Process for Engagement
<p>Educational Services department met with all statutorily required educational partners.</p>	<p>The process for Educational Partner Engagement occurred over the course of the academic year. Invitations for educational partner engagement were ongoing throughout the year (Sep-May) through inter-personal, online and survey based methods. Meetings were informational, collaborative and interactive. Universal and site data was reviewed, needs assessments were conducted, and opportunity for review of our current state and recommendations for our ideal state were documented, based upon the framework of our four major goals.</p> <p>To engage educational partners in developing the LCAP, the Educational Services department met with all statutorily required educational partners. Meetings were advertised and scheduled at various times to increase participation and access. Groups that were consulted included: Teachers, Certificated and Classified Staff, including association representatives Students in grades 4-12 Site and district administrators, parents and community members.</p>
<p>District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), SELPA</p>	<p>The MUSD DAC meets four times a year from September to May. At meetings we reviewed data, shared outcomes and collected feedback from each group. The draft plan was presented to the District Parent Advisory Committee (DAC) and the EL Parent Advisory committee (DELAC). Comments and questions submitted to the superintendent received written replies. A public hearing meeting was scheduled prior to the LCAP adoption date. The public was made aware of this meeting via the district website. The plan was adopted at a subsequent meeting where the annual budget and the local indicators were also adopted and shared. The Public Hearing is scheduled for June 10, 2026. The LCAP Adoption is on June 24, 2026.</p> <p>District Advisory Committee (DAC) which is composed of parent representatives from each site representing students with disabilities, English Learners, and students eligible for free and reduced meals. The DAC also includes four student representatives and three community liaisons. The Assistant Superintendent personally met with ASB Students at Monrovia High School in March, 2026 and received valuable feedback to guide, support, and align our goals. Students requested the following: A clean and safe campus, a variety of course offerings including more rigorous and varied AP classes and counseling services.</p>

<p>Parents</p>	<p>The district prepared an LCAP-at-a-glance document which was used to highlight and share the actions and goals of the current LCAP, including expenditures associated with each goal and action.</p> <p>School Site Council Meetings: A district representative attended each site's SSC meeting and shared the LCAP-at-a-glance document.</p> <p>Parent Survey: Parents were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish. These sessions offered information, opportunity for discourse and questions, direct inquiries with the superintendent, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Parents were also invited to participate in a districtwide survey, open from March to May.</p>
<p>Representatives from Collective Bargaining Units</p>	<p>The Monrovia Teachers Association met with Ed. Services on March 23, 2026. We discussed the LCAP and the teachers gave feedback. The California School Employees Association met with Ed Services in February and we discussed the LCAP as well. Our classified leadership team gave feedback as well. Both teachers and classified staff are part of School Site Councils where this presentation was made. There were multiple opportunities for these educational partners to give input and feedback. All collective bargaining representatives, including executive board, site representative and negotiating team members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey, as well as which was available from March to May. Additionally, during bargaining day sessions, input opportunities were facilitated between MUSD and both collective bargaining unit representatives.</p> <p>All classified site and district staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey, as well as which was available from March to May.</p>

Students in grades 4-12	Students in grades 4th-12th were invited to participate in a survey as well as attended in-person, student focused stakeholder meetings, including virtual LCAP information sessions. The district LCAP presentations at the School Site Councils also included student participation. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Students were also invited to participate in a districtwide survey, as well as specific classroom time, which was available from March to May.
District, Site Administrators, Principals and Confidential Groups	The district prepared an LCAP-at-a-glance document which was used to highlight and share the actions and goals of the current LCAP, including expenditures associated with each goal and action. Leadership staff in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. The LCAP was an agenda item for discussion item for the principals' meeting as well as the District Directors/Cabinet meetings. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May.
Teachers and other Certificated Staff	All certificated staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement, on our current actions and addressing actions for the upcoming school year. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May..
Classified Staff	All classified staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement, on our current actions and addressing actions for the upcoming school year. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May.

<p>Equity Multiplier Schools Educational Partners: Parents (Canyon Oaks and Mountain Park)</p>	<p>Parents were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish. These sessions offered information, opportunity for discourse and questions, direct inquiries with the superintendent, and offered collaborative input on our current state in the district based upon our four core pillars (prepared graduates, exemplary educators, inclusive, supportive school cultures and engaged parents, families and community) review of progress and suggestions for improvement, with a clear focus on identification and applicable strategies on overall lowest performing student groups. Sessions were conducted by district and administrative teams at each individual site from March to May. Parents were also invited to participate in a district wide LCAP survey, open from March to May.</p>
<p>Equity Multiplier Schools Educational Partners: Certificated and Classified Staff Members (Canyon Oaks and Mountain Park)</p>	<p>All certificated and classified staff members in MUSD were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state in the district based upon our four core pillars (prepared graduates, exemplary educators, inclusive, supportive school cultures and engaged parents, families and community), review of progress and suggestions for improvement, with a clear focus on identification and applicable strategies on overall lowest performing student groups. Sessions were conducted by district and administrative teams at each individual site from March to May. Staff was also invited to participate in a district wide survey which was available from March to May.</p>
<p>Equity Multiplier Schools Educational Partners: Students (Canyon Oaks and Mountain Park)</p>	<p>Students were invited to participate in a survey as well as attend in-person and virtual LCAP information sessions. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state in the district based upon our four core pillars (prepared graduates, exemplary educators, inclusive, supportive school cultures and engaged parents, families and community), review of progress and suggestions for improvement, with a clear focus on identification and applicable strategies on overall lowest performing student groups. Sessions were conducted by district and administrative teams at each individual site from March to May. Students were also invited to participate in a district wide survey, as well as specific classroom time, which was available from March to May.</p>

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

This year we added face-to-face School Site Council meetings, which includes administrators, parents, staff, and students. It was completed at all of our eight traditional sites. We also designed the LCAP-at-a-glance document that highlights the goals and actions and the budget for each action. This simple document allowed us to reduce the large LCAP document into an easy to read tool to clear transparency and receive specific and actionable feedback for the new LCAP.

Our feedback process included inter-personal, online, small group and survey options. Parents and community were invited to attend in-person and virtual LCAP information sessions which were offered both in the morning and evening, and offered in English and Spanish. The process for Educational Partner

Engagement occurred over the course of the academic year. At meetings we reviewed data, shared outcomes and collected feedback from each group. The draft plan was presented to the Parent Advisory Committee and the EL Parent Advisory committees. At this meeting all comments and questions would receive written replies from the superintendent. In addition, DAC and DELAC meetings were held four times this year and the LCAP was available at each of these sessions.

The Public Hearing was held on June 10, 2026. The LCAP Adoption occurred on June 24, 2026.

The LCAP was influenced by and used the framework of our priorities for engagement with Educational Partners in the following goals:

1. College, Career and Prepared Graduates: In general, concerns about the quality of education, including students needing early intervention and support was a priority. Responses highlighted the need for a stronger focus on ensuring students are truly ready for college, career, and life. These responses influenced Goal 1 that focuses on actions that include: individualized teaching methods, additional resources and support for struggling students.
2. Exemplary Educators: The emerging theme in general emerged as teachers needing more support, particularly with fragile learners and increasing social/emotional concerns among students. Goal 2 that focuses on actions that include: supporting appropriate student behaviors, targeted training and staff development, and providing academic coaches to support general and targeted populations of learners.
3. Supportive, Inclusive, and Student-Centered Cultures: The emerging theme was ensuring safe and positive campus environments and opportunities and options for support beyond the classrooms. These responses influenced Goal 3 that focuses on actions that include implementing and maintaining a focus on extra-curricular, language and arts opportunities, responsiveness to student wellness needs and involving parents and the community in school activities and decision-making processes.
4. Engaged Parents, Families, and Community: The emerging themes suggested needs in increasing family engagement and improved communication. These responses influenced Goal 4 that focuses on actions addressing communication and community outreach.
5. Equity Multiplier Funds: Canyon Oaks High School and Mountain Park Distance Learning Schools responses resulted in a desire to have greater access to intervention support and academic guidance. Goal 5 focuses on actions that expand intervention, tutoring and guidance opportunities.

As we analyzed the responses from our educational partners, different priorities emerged from the various groups.

Based upon responses from our parent groups, there was a strong indication of a desire for increased interventions and support for struggling learners. In response to this priority we implemented in Goal 1 Action 1: Early Literacy and Targeted Support, Action 3: Supplemental Instruction, and Action 8: Interventionists.

Based upon responses from our student groups, there was a strong indication of a desire for safe and engaging school environments. In response to this feedback we implemented in Goal 3 Action 4: Student Wellness and Engagement, Action 3 Counselors and Social Workers, Action 9 School Climate and Culture, Positive Behavior Interventions and Supports.

Based upon responses from our staff groups, there was a strong indication of a desire for increased intervention options and training. In response to this feedback we implemented in Goal 1 Action 1: Early Literacy and Targeted Support, Action 3: Supplemental Instruction, and Action 8: Interventionists and Goal 2 Action 1 Supplemental Support Services, Action 2 Professional Development and Action 3 Instructional Coaches.

Two school sites qualify as equity multiplier sites: Canyon Oaks High School (Alternative High School) and Mountain Park (Distance Learning Program). Based upon responses from educational partner groups representing our alternate learning schools, Goal 5 and actions 1 and 2 were developed based upon needs assessment results and input from the educational partners. Partners shared a desire for greater academic and tutoring support (mathematics in particular) for both Canyon Oaks and Mountain Park, with suggested increases to in-person and technology support at Canyon Oaks High School and online access support through Mountain Park distance learning school.

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Goals and Actions

Goal 1

Goal #	Description	Type of Goal
Goal # 1	College, Career and Life Prepared Graduates (MUSD Strategic Plan Focus Area 1)	Broad Goal

State Priorities addressed by this goal.

1,2,4,7,8

An explanation of why the LEA has developed this goal.

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



Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board as measured by the CA Dashboard Local Indicator for Implementing State Academic Standards (State Priority 2).	Achieved "Standard Met" on the 2023 CA Dashboard Local Indicator for Implementation of Academic Standards.	Achieved "Standard Met" on the 2024 CA Dashboard Local Indicator for Implementation of Academic Standards.	Achieved "Standard Met" on the 2025 CA Dashboard Local Indicator for Implementation of Academic Standards.	Maintain status of "Standard Met" on the CA Dashboard Local Indicator for Implementation of Academic Standards.	2023 to 2025 Difference: No Difference
Metric #2	Access to standards aligned instructional materials as measured by the Williams' Textbook Sufficiency Report.	All students received sufficient textbooks and instructional materials as measured by the 2023 Resolution on Sufficiency of Instructional Materials	All students received sufficient textbooks and instructional materials as measured by the 2024 Resolution on Sufficiency of Instructional Materials	All students received sufficient textbooks and instructional materials as measured by the 2025 Resolution on Sufficiency of Instructional Materials	All students receive sufficient textbooks and instructional materials as measured by the annual Resolution on Sufficiency of Instructional Materials.	2023 to 2025 Difference: No Difference

Metric #3	CAASPP ELA (State Priority 4).	<p>CAASPP ELA (State Priority 4).</p> <p>2023 CAASPP ELA: 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS)</p> <p>English Learners: 15.12% of students met or exceeded the standard</p> <p>Socioeconomically Disadvantaged: 44% of students met or exceeded the standard</p> <p>Students with Disabilities (SPED): 22% of students met or exceeded the standard</p> <p>Identified Foster Youth: 15.38% of students met or exceeded</p>	<p>CAASPP ELA (State Priority 4).</p> <p>2024 CAASPP ELA: 53.9% of students met or exceeded the standard; 0.4 points above the standard (DFS).</p> <p>English Learners: 16.08% of students met or exceeded the standard</p> <p>Socioeconomically Disadvantaged: 43.7% of students met or exceeded the standard</p> <p>Students with Disabilities (SPED): 13% of students met or exceeded the standard</p>	<p>2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard).</p> <p>English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard).</p> <p>Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard).</p> <p>Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard).</p> <p>Identified Foster Youth: 9.09% met or exceeded the standard</p>	<p>ELA SBAC: 60% of students meet or exceed the standard.</p>	<p>2023 to 2025 Difference:</p> <p>CAASPP ELA: Increase of 2.69%</p> <p>ELs: Increase of .14%</p> <p>SED: Decrease of 0.26%</p> <p>SPED: Decrease of 9.7%</p> <p>Foster Youth: Decrease of 6.29%</p>
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Metric #4	CAASPP Math (State Priority 4).	<p>2023 CAASPP Math: 38.9% of students met or exceeded the standard</p> <p>English Learners: 14.87% of students met or exceeded the standard</p> <p>Socioeconomically Disadvantaged: 26.82 % of students met or exceeded the standard</p> <p>Students with Disabilities (SPED): 15.6 % of students met or exceeded the standard</p> <p>Identified Foster Youth: 0% met or exceeded the standard</p>	<p>2024 CAASPP Math: 39.5% of students met or exceeded the standard; 38 points below</p> <p>English Learners: 12.79% of students met or exceeded the standard</p> <p>Socioeconomically Disadvantaged: 30% of students met or exceeded the standard</p> <p>Students with Disabilities (SPED): 14.11% of students met or exceeded the standard</p>	<p>2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).</p> <p>English Learners:: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard). Identified Foster Youth: 9.09% met or exceeded the standard</p>	<p>Math SBAC: 50% of students meet or exceed the standard.</p>	<p>2023 to 2025 Difference: All Students: CAASPP Math: Decrease of .6%</p> <p>English Learners: Increase of 1.09%</p> <p>SED: Increase of 3.46%</p> <p>SPED: Decrease of 5.54%</p> <p>Identified Foster Youth: Increase of 9.09%</p>
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Metric #5	California Science Test (State Priority 4).	2023 California Science Test (CAST): 30.18% of students met or exceeded the standard. English Language Learners: 2.81% students met or exceeded the standard Socioeconomically Disadvantaged: 19.32%	23-2024 California Science Test (CAST): 30.70% of students met or exceeded the standard. English Language Learners: 2.36% students met or exceeded the standard Socioeconomically Disadvantaged: 20.73%	24- 2025 California Science Test (CAST): All Students: 32.66% Met or exceeded the standards. (1 Red, 2 Orange, 3 Yellow, 2 Green, 2 Blue). English Language Learners: 2.81% students met or exceeded the standard Socioeconomically Disadvantaged: 22.34%	California Science Test (CAST): 50% of students meet or exceed the standard.	2023 to 2025 Difference: All Students: Increase of 2.48% EL's: Maintained (only 2.81% meeting or exceeding) SED: Increase of 3.02%
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<p>Metric #6</p>	<p>A-G Completion: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (State Priority 4).</p>	<p>12th grade students in the 2022-2023 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 60.3% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 13% English Language Learners (EL) who met UC/CSU A-G requirements: 38.9% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 54.2%</p>	<p>12th grade students in the 2023-24 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 53.6% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 21% English Language Learners (EL) who met UC/CSU A-G requirements: 37% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 46.9%</p>	<p>12th grade students in the 2024-25 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 51.9% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 11% English Language Learners (EL) who met UC/CSU A-G requirements: 33% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 47.5%</p>	<p>12th grade students complete A-G requirements at the following rates: UC/CSU A-G All Students: 75%</p>	<p>Year 2 Difference from baseline: All students who met UC/CSU A-G requirements decreased 8.4% Students with Disabilities (SWD) who met UC/CSU A-G requirements decreased 2% English Language Learners (EL) who met UC/CSU A-G requirements decreased 5.9% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements decreased 6.7%</p>
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<p>Metric #7</p>	<p>CTE Pathway Completion: the percentage of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (State Priority 4).</p>	<p>12th grade students in the 2023-2024 school year completed CTE Pathways at the following rates: All students at 27.2% Students with Disabilities at 25.4% English Language Learners at 8.3% Socioeconomically Disadvantaged at 24.4%</p>	<p>12th grade students in the 2024-2025 school year completed CTE Pathways at the following rates: All students at 26.9% Students with Disabilities at 15.7% English Language Learners at 30.3% Socioeconomically Disadvantaged at 24.8%</p>	<p>12th grade students in the 2025-2026 school year are projected for completion of CTE Pathways at the following rates: All students at 35.4% Students with Disabilities at 35.2% English Language Learners at 17% Socioeconomically Disadvantaged at 35.4%</p>	<p>12th grade students complete CTE Pathways at the following rate: 50%</p>	<p>Year 2 Difference: All students an increase of 8.2% Students with Disabilities increase of 9.8% English Language Learners increase of 8.7% Socioeconomically Disadvantaged increase of 11% Year 1 Difference: 16% decrease in CTE Pathway completion</p>
<p>Metric #8</p>	<p>Both CTE & A-G Completion: The percentage of pupils who have successfully completed both types of courses (State Priority 4).</p>	<p>12th grade students in the 2023-24 school year successfully completed both CTE and A-G requirements: All students 18.7% Students with disabilities 3.4% English Language Learners 0% Socioeconomically Disadvantaged 14.7%</p>	<p>12th grade students in the 2024-25 school year successfully completed both CTE and A-G requirements: All students 15.9% Students with disabilities 2% English Language Learners 15.2% Socioeconomically Disadvantaged 13.1%</p>	<p>12th grade students in the 2025-26 school year are projected to successfully complete both CTE and A-G requirements: All students 20.1% Students with disabilities 7.4% English Language Learners 8.7% Socioeconomically Disadvantaged 19%</p>	<p>12th grade students successfully complete both CTE and A-G requirements at the following rate: 75%</p>	<p>Year 2 Difference: All students 1.4% increase in meeting CTE/A-G requirements Students with disabilities 4% increase English Language Learners 8.7% increase Socioeconomically Disadvantaged 4.3% Year 1 Difference: 2% decrease in meeting CTE/A-G requirements</p>

Metric #9	Percentage of English Learners who made progress toward English Proficiency as measured by the ELPAC (State Priority 4).	50% of English learners made progress toward English language proficiency according to the 2023 English Learner Progress Indicator (ELPI).	47.4% of English learners made progress toward English language proficiency according to the 2024 English Learner Progress Indicator (ELPI).	52.1% of English learners made progress toward English language proficiency according to the 2025 English Learner Progress Indicator (ELPI).	60% of English Learners make progress towards English language proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI).	Year 2 Difference: Increase of 2.1% ELPI Year 1 Difference: 2.6 decrease ELPI
Metric #10	English Learner reclassification and Long Term English Learner rate	In the 2023-2024 school year, the English learner reclassification rate was 12%. Long Term English Language Learners (LTEL): 8.0% At-Risk of Becoming LTEL: 5.4% (data from Aeries/CALPADS/Ellevation)	In the 2024-2025 school year, the English learner reclassification rate was 14%. Long Term English Language Learners (LTEL): 7.9% At-Risk of Becoming LTEL: 5.9% (Data from Dashboard & Dataquest)	In the 2025-2026 school year, The English Learner Reclassification Rate was 16.7% Long Term English Language Learners (LTEL): 5.2% At-Risk of Becoming LTEL: 5.9% (Data from Dashboard & Dataquest)	Increase the English learner reclassification rate to 15% Long Term English Language Learner identified to 3% or below of EL's	Year 2 Difference: 4.7% increase of English Language Learner Reclassification. .5% increase of becoming LTELs 2.8% decrease in LTELs Year 1 Difference: 2% increase of English Language Learner Reclassification At Risk LTELs decreased by 1%; Identified LTELs decreased by 4 to 0 students

Metric #10	AP Exam passage rate	The AP passage rate in 2023 was 56.48%. (data from College Board) EL student passage rate: 49% SED student passage rate: 54% (data from College Board/AERIES)	The AP passage rate in 2024 was 52.8%. EL student passage rate:49% SED student passage rate: 51% (data from College Board/AERIES)	DATA Pending	AP passage rate of 55%.	Year 1 Difference: A decline of 3.68% in AP passage EL passage: 0% change (no change) SED passage: 3% decrease
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<p>Metric #11</p>	<p>Early Assessment Program (EAP)- Percentage of pupils who demonstrate college preparedness.</p>	<p>2022-2023 MUSD 11th graders' EAP Readiness ELA: 29.8% students were ready; 30.1% students were conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 20% were ready; 36.7% were conditionally ready Foster Youth students: 0% were ready; 0% were conditionally ready SPED: 0% were ready; 0% were conditionally ready Math: 13.9% students were ready; 22.8% students conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 3.2% were ready; 16.1% were conditionally ready Foster Youth students: 0% were ready; 0% were conditionally ready SPED: 0% were ready; 0% were conditionally ready</p>	<p>2023-2024 MUSD 11th graders' EAP Readiness ELA: 26% students were ready; 37.5% students were conditionally ready. EL students: 0% were ready; 14.3% were conditionally ready SED students: 17.1% were ready; 36.6% were conditionally ready Foster Youth students: 22.2% were ready; 11.1% were conditionally ready Math: 13.6% students were ready; 12.3% students conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 10.3% were ready; 9.1% were conditionally ready Foster Youth students: 11.1% were ready; 0% were conditionally ready</p>	<p>2024-25 MUSD 11th graders' EAP Readiness: ELA: 34% students were ready; 36.5% students were conditionally ready EL students: 0% were ready; 28.6% were conditionally ready SED students: 32% were ready; 36.4% were conditionally ready Foster Youth students: 12.5% were ready; 50% were conditionally ready SPED: 0% were ready; 21.4% were conditionally ready Math: 10.6% students were ready; 18.9% students conditionally ready. EL students: 0% were ready; 0% were conditionally ready SED students: 8% were ready; 17.9% were conditionally ready Foster Youth students: 12.5% were ready; 0% were conditionally ready SPED: 0% were ready; 14.3% were conditionally ready</p>	<p>EAP Readiness Rates ELA: 50% students ready; 75% of students conditionally ready Math: 40% of students ready; 30% of students conditionally ready</p>	<p>Year 2 Difference: ELA: 4.2% increase in students ready; 6.4% increase of students conditionally ready. EL students: no change of 0% of EL students were ready; 28.6% increase of EL students were conditionally ready SED students: 12% increase of SED students were ready; 0.3% nominal decrease of students conditionally ready Foster Youth students: 12.5 % increase in students ready; 50% increase in conditionally ready SPED: 0% no progress in students ready; 21.4% increase in students conditionally ready. Math: 3.3% decrease in students ready; 3.9% decrease in students conditionally ready. EL students: 0% were ready; 0% were conditionally</p>
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						ready (no growth/change) SED students: 4.8% increase in students ready; 1.8% increase in students conditionally ready Foster Youth students: 8% increase in students ready; 0% were conditionally ready (no growth) SPED: 0% no progress in students ready; 14.3% increase in students conditionally met
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Goal Analysis for 2025-2026

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

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

Actions

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

Goal 1 Action 2 Data Driven Systems: The position of data clerk was full time this past year and was supportive to sites and district teams.. This position supported data collection, disaggregation and management of all of our data systems, including all annual assessments and student database information. This was monitored and measured in alignment with all metrics 1-11 in goal 1. Since the fulfillment of the role,

it has been impactful in providing assessment information and relevant data. The next step is to include explicit support with data analysis to address equity gaps and instructional needs for targeted student groups.

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

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

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

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

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

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

Goal 1 Action 9 Naviance: All students in grade 6 through 12 worked had access to Naviance for planning and goal setting for each individual student. Naviance provides informational access and resources for each grade level and family, and supports all learners including EL's and significant sub-groups. Counselors provide individualized guidance and monitoring of effectiveness is measured in metrics 5,6,7 and 11

relative to A-G and graduation rates, which indicate progress toward the three year goal. However, the district is going to pivot to CCGI, Hatching Results, and CARPE as guidance tools. CARPE will be used as a PD tool for counselors to increase FAFSA completion and college-going rates. Hatching will provide six days of PD for the counselors; 3 days each semester to audit transcripts, to support graduation rates, A-G readiness, and CTE completion rates as well as identifying students who are off track and need Tier II interventions to get back on track.

Goal 1 Action 10 CTE Pathways: A CTE pathway coordinator has been assigned to improve the areas of CTE completion rates, expanding community and internship placement options and strengthening partnerships with our local community college partner (Citrus College). Challenges still exist in pathway opportunities impacted by enrollment as affected by other elective options. Also, the strategy has changed for current enrolled students starting in 2025-26 that advisement of commitment to a two year program has been instituted and counselors are no longer allowed to place students in CTE programs without following rubric of placement (no “drop in” to programs). Moving into 2026 - 2027, the Auto Pathway is expanding into the middle school in order to provide a clear pathway into the high school. Monrovia High School will also offer a Marketing Certification Dual Enrollment Pathway for students in the Entrepreneurship Pathway (it will be three courses to earn the Marketing Certificate through Citrus College).

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

Actions and services for Goal 1, aimed at guaranteeing that all students are eligible and ready for college and career upon graduation, were generally expended as intended, with a few exceptions. Below are the material differences of 20% or more between budgeted and estimated actual expenditures.

Material differences were noted in the following actions:

Goal 1 Action 1 Early Literacy Targeted Support: Material differences between budgeted and estimated actual expenditures were increased again this year due to the need to meet the criteria for meeting grade span adjustment in grades one through three, supporting lower class size ratios at the primary grades to provide more personalized support for students to develop strong foundations in literacy, numeracy and manageable small group instruction.

Goal 1 Action 7 Technology Access and Equity: Material differences between budgeted and estimated actual expenditures were over budgeted amount due to costs of materials increasing, much to the credit of prohibitive costs from tariffs on related materials and increase in capacity of device requirements to meet the needs of artificial intelligence improvements, which require increased memory and computer functions.

Goal 1 Action 4 AP Summer Institute: Material differences between budgeted and estimated actual expenditures was due to AP summer institute being implemented beyond the close of the local accountability plan submission. This full amount has been deferred to the Fall semester 2026 for training participation.

Goal 1 Action 8 Interventionists: This action provides funds to pay for elementary and middle school interventionists at each of the five elementary schools and the two middle schools. Material differences between budgeted and estimated actual expenditures were due to

intervention positions not being filled at the middle schools. This was intentionally delayed to 2026-27 as we are consolidating schools from two middle school sites to one, in accordance with our fiscal stabilization plan. Elementary did add an additional interventionist role, but offset costs from Title I funds.

Goal 1 Action 10 CTE Pathways: This action provides funds to maintain career technical education pathways for students. In accordance with the recommendations of the fiscal stabilization plan and a reduction in matching grant funding needs within our consortium, the actual material differences between budgeted and estimated actual expenditures were less than initially projected. High school is also conducting a current year needs assessment to develop and/or expand pathways that best suit the needs of our students.

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

Goal 1 Action 1 Early Literacy and Targeted Support: This action was effective. While having a positive impact on our general students, we still need to target some of our sub-groups. In maintaining the commitment to grade span reduction allowing for lower class sizes. iReady End of Year Assessments K-5 students had a 6% increase from 2024-25 to 2025-26 scoring at or above grade level in ELA and a 1% increase from 2024-25 to 2025-26 scoring at or above grade level in Math. ELA CAASPP data: Overall our students increased nearly 3% in those who met or exceeded the standard. Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 1 Action 2 Data Driven Systems: This action was effective. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 1 Action 3 Supplemental Instruction: This action was effective. Interventions, programs, materials and professional development were provided at all sites. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 1 Action 4 AP Summer Institute: This action was partially effective. Summer staffing for the AP Institute was reduced. This resulted in a slight decrease in AP Pass rates from 52.8% in 2023-24 to 51% in 2024-25. AP pass rates from 2023-24 for EL's did not change in 49% achieving pass rates. SED students decreased 3% from 54% to 51% from 2023-24 to 2024-25.

Goal 1 Action 5 Differentiated Instruction and Progress Monitoring: This action was effective. iReady End of Year Assessments K-5 students had a 6% increase from 2024-25 to 2025-26 scoring at or above grade level in ELA and a 1% increase from 2024-25 to 2025-26 scoring at or above grade level in Math. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 1 Action 6 Instructional Delivery and Support Systems: This action was effective. CTE Pathway funding, SARC's, SPSA's and other categorically funded programs remained in place and supported classrooms. Oversight of LREBG funding was completed with fidelity and professional development provided targeting groups based upon our needs assessment. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark..

Goal 1 Action 7 Technology Access and Equity: This action was effective. 100% of all students, including EL's, SED and identified foster students had access to a personal device and wifi options for home. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 1 Action 8 Interventionists: This action was effective. Implementation of Multi-Tiered Systems of Support, including Response to Intervention (RTI), Positive Behavior Intervention and Supports (PBIS) and Attendance Interventions were done with fidelity. Each site participated in the Tiered Fidelity Inventory, with applications for bronze, silver and gold recognition. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%.

Goal 1 Action 9 Naviance: This action was effective. Maintained access for all students 6-12 for goal setting and career planning. Graduation Rate maintained at 94% for all student groups including EL's, SED and Foster Youth. Zero dropout rates remained for all student groups including EL's, SED and Foster Youth. High School Graduation Rate Data: EL students had a 7% increase in 2024-25 (90.9%) who met or exceeded the standard from the 2023-24 (83%) benchmark. SED students had a 1.0% decrease in 2024-25 (93.1%) who met or exceeded the standard from the 2023-24 (94.3%) benchmark. Identified Foster Students were an insignificant subgroup (n < 5 so no comparable data was available).

Goal 1 Action 10 CTE Pathways: This action was effective. A continued focus on scheduling students with fidelity and commitment to the two year pathways resulted in a positive impact in CTE completion. While positive completion status increased 8% among all of our students we also had success targeting our subgroups. Students with Disabilities improved 10%, to 35% completion rate from our baseline, English Learners improved 9% from our baseline and our Socioeconomically Disadvantaged group improved 9% completion status. Foster Students were an insignificant subgroup (n < 5 so no comparable data was available).

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

The following actions are noted with proposed changes:

Goal 1 Action 5: This action will be amended to include IXL for diagnostic assessments and support in grades 7-12.

Goal 1 Action 8: This action will continue expansion of more targeted coaches at the elementary sites. This action will be supported with LREBG funding as an additional resource.

Goal 1 Action 9: This action will be amended to reflect moving to California College Guidance Initiative (CCGI) as mandated by California Department of Education and removing Naviance for the purpose of the college and career planning database grades 6-12. There will be no necessary budget with CCGI.

The following metrics are noted with proposed changes for 2025-26 ongoing continuity:

Goal 1 Metric 3: CAASP ELA and Math amended to include measurement data of EL's and SED identified students

Goal 1 Metric 4: CAST amended to include measurement data of EL's and SED identified students

Goal 1 Metric 5: A-G Completion Rates amended to include measurement data of EL's and SED identified students

Goal 1 Metric 6: CTE Pathway Completion amended to include measurement data of EL's and SED identified students

Goal 1 Metric 7: CTE + A-g Completion amended to include measurement data of EL's and SED identified students

Goal 1 Metric 10: AP Exam Passage Rate amended to include measurement data of EL's and SED identified students

Goal 1 Metric 11: EAP Readiness amended to include measurement data of EL's and SED identified students

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

DRAFT

Action #	Title	Description	Total Funds	Contributing
1	Early Literacy Targeted Support	Support lower class size ratios at the primary grades to provide more personalized support for students to develop strong foundations in literacy and numeracy. This action will support English learners, low income students, and students in foster care, and aligns with State Priority 4 (Pupil Achievement).	\$3,500,000.00	Yes
2	Data-Driven Systems	This action provides an educational Data Specialist to collect, organize, and analyze data, and to prepare reports for effective monitoring of progress of the English learners, Long Term English Language Learners, Low Income students, and students in foster care, including student achievement. The Data Specialist will provide progress monitoring of English Language Learners and Long Term English Language Learners. This action addresses the specific identified needs of English learners, low income students, and students in foster care, and aligns with State Priority 4 (Pupil Achievement).	\$100,000.00	Yes
3	Supplemental Instruction	This action provides school sites with funds to provide intervention, supplemental programs and materials, and professional development to meet the identified learning gaps among identified unduplicated pupils based upon achievement gap data. This action improves the academic achievement of students who are English learners, Long term English Language Learners, low income students, and students in foster care. This action provides for targeted supplemental instructional materials for English Language Development.	\$1,000,000.00	Yes
4	AP Summer Institute	This action provides support to ensure students have open access to higher level courses. Counselors will provide additional support to ensure unduplicated students have open access to higher level courses. Counselors and teachers will continue to advise and encourage students to participate in rigorous courses of study.	\$0	Yes
5	Differentiated Instruction and Progress Monitoring (i-Ready/IXL))	This action provides personalized support in ELA and math for unduplicated pupils in grades K-6 through the use of the i-Ready and 7-12 the use of IXL for program and diagnostic assessments. This action also includes the purchase of headsets which are essential for effective participation in the i-Ready program. This action supports English learners, low income students, and students in foster care.	\$160,000.00	Yes

6	Instructional Delivery and Support Systems	This action provides an executive director to oversee all elementary and secondary education with a focus on providing access to English learners, low income students, and students in foster care. The Director and support staff will implement and monitor CTE, and college and career pathways and design and develop programs to support unduplicated pupils, teachers, and counselors. The executive director monitors and implements the LCAP, and supports the elementary school sites in improving the academic achievement of English learners, low income students, and students in foster care.	\$450,000.00	Yes
7	Technology: Access and Equity	This action supports the purchase of technology devices to help close the digital divide between unduplicated students and other student populations, and ensures that unduplicated pupils are assigned a laptop and have access to core and supplemental instructional programs. This action also provides funds to purchase wi-fi hotspots for families that do not have internet access at home. This action is particularly important for low income students who may not otherwise have access to a laptop and wi-fi at home.	\$1,000,000.00	Yes

8	Interventionists	<p>This action provides funds for elementary and middle school interventionists at each of the five elementary schools and the two middle schools. This will expand to two elementary positions targeting math and ELA. This action supports the implementation of targeted intervention for unduplicated pupils who are struggling academically in ELA and/or math. This action also provides intervention aides. This action provides for targeted small group instruction support and sheltered English Language Development instruction. The intervention programs provide critical support for our English learners, low income students, and students in foster care.</p> <p>LREBG ACTION</p> <p>Studies on the impact of interventionists in the classroom (Kennedy & Sundberg, 2020) show that they can positively influence student outcomes, particularly in areas like social-emotional development, behavior, and academic engagement. Appropriate intervention may lead to Improved Student Outcomes, offer Behavioral and Emotional Support, support Positive Behavioral, help enhance the school climate and particularly offer targeted support to students with specific needs, such as those with emotional and behavioral disorders, and language acquisition.</p> <p>Metric being used to monitor the action: Goal 1, Metrics 3, 4</p> <p>AMOUNT \$493,253.70</p>	\$500,000.00	Yes
9	Naviance	<p>This action provides essential support for English learners, low income, or in foster care students to implement Naviance, a college/career counseling program that includes strategies for identifying, intervening, and monitoring students with varying academic pathways.</p>	\$0	Yes
10	CTE Pathways	<p>This action supports the development of Career Technical Education (CTE) pathways at the comprehensive high school to ensure that unduplicated pupils have access to programs that include certifications to prepare for immediate entry into the workforce. The action provides crucial support for students who are English learners, low income, and in foster care, who might not otherwise have access to these opportunities.</p>	\$150,000.00	Yes

GOAL

Goal #	Description	Type of Goal
Goal # 2	Exemplary Educators	Focus Goal

State Priorities addressed by this goal.

1, 2, 4, 5

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Teacher Assignment Monitoring Outcomes (TAMO): Teachers are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching (State Priority 1).	According to the most recently reported TAMO (2021-22), 84.2% of teachers received a status of "Clear."	According to the most recently reported TAMO (2022-23), 87.7% of teachers received a status of "Clear."	According to the most recently reported TAMO (2025-26), 94% of teachers received a status of "Clear."	At least 90% of teachers receive a status of "Clear" on the TAMO.	An increase of 5.8% of teachers receiving clear status from baseline to 2025-26

Goal Analysis for 2025-2026

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

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

Goal 2 Action 1 Supplemental Support Services: This action was fully implemented and continued from the previous year. Targeted professional development was provided for new curriculum adoption (TK-12 math), iReady and IXL data and intervention platforms, ELD strategies, Multi-Tiered Systems of Support Frameworks (Focus: Response to Intervention and Positive Behavior Intervention and Supports). CAASPP ELA resulted in English Learners 17.26% of students met or exceeded the standard, Socioeconomically Disadvantaged: 43.68% of students met or exceeded the standard and SWD 12.62% met or exceeded compared to all students in ELA was 54%. For CAASPP Math, English Learners achieved 13 % met or exceeded and SED 29.21% met or exceeded and Student With Disabilities at 12.11% met or exceeded compared to all students in math was 42%. iReady Mid-Year Assessments K-5 students had a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark. EL students maintained a 5% increase in 2024-25 at or above grade level from the 2023-24 benchmark as well. However, the district requires dedicated staff to monitor student progress and support with Multi-Tiered, Multi-Dimensional Systems of Supports related to interventions and grade level math and reading achievements. Staff is responsible for analysis of data to address achievement gaps and coordinates with EL, ELA and Math interventionists to provide real time data from summative assessments. This role monitors credit recovery across the secondary sites.

Goal 2 Action 2 Professional Development: This action was fully implemented. District Wide professional development was provided for all staff. Based upon relevant needs assessments and guidelines of the fiscal stabilization plan, planned consulting initiatives continued to be amended, reducing time out of the classroom. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 2 Action 3 Instructional Coaches: This action was fully implemented. Coaches were provided TK-12 with a focus on targeted groups including general education in ELA and Math, English Language Development data analysis, planning, pacing and strategies, Dual Language support, and intervention strategies addressing EL's, LTELs, SED and identified foster students. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

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

Actions and services for Goal 2, aimed at exemplary educators, were generally expended as intended, with a few exceptions. Below are the material differences of 20% or more between budgeted and estimated actual expenditures.

Material differences were noted in the following actions:

Goal 2 Action 1 Supplemental Support Services: This action provides funds for the district to support students, teachers, instructional coaches, and administrators with targeted professional development, supplemental materials, and supplemental programs to improve the quality of teaching and learning in our educational program. Material differences between budgeted and estimated actual expenditures were due to using alternate funding strings to address sunsetting one time grant monies provided by the state (Educator Effectiveness). Shifts in physical materials to online license and accessibility also contributed to reduction in necessary expenditures.

Goal 3 Action 3 Instructional Coaches: This action provides funds for teachers who will be on special assignment. Material differences between budgeted and estimated actual expenditures were due to salary and compensation was less than budgeted for those staffed in the coaching positions and reduction in staffing full coaching team, in accordance with recommendations in the fiscal stabilization plan.

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

Goal 2 Action 1 Supplemental Support Services: This action was effective. Targeted professional development, materials and programs were implemented. Implementation of ELD support materials (TK-12), online iReady expansion, IXL data and intervention programs were put into place. Targeted training and review of curriculum for ELD instruction and strategies continued. Task forces developed in 2024-25 continued with strategic plans reviewed and updated for English Language Development, Dual Language Pathways, Math Alignment and Curriculum, Instruction and Assessment.

Goal 2 Action 2 Professional Development: This action was effective. TK-12 staff development and training was provided, including consultant support with Center for Educational Leadership, Stanford University and The New Teacher Project all provided instructional strategies in identifying best practices from a leadership perspective. TK/K Early Literacy, and Health and Safety Training were provided. Professional development and consultant support were provided for our Dual Language and English Language Development Programs. Training in math adoption TK-12 was key in implementation, with a focus on the unduplicated students including ELD supplemental support and training.

Goal 2 Action 3 Instructional Coaches: This action was effective. This action provides funds for eight teachers who will be on special assignment to provide support at all school sites in ELA, math, dual language and ELD. The instructional coaches will focus on promoting the professional growth of teachers, and work closely with site administrators to determine site specific areas of concern. This action focuses on improving the academic achievement of students who are English learners, low income, or in foster care. ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

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

No planned changes to Goal 2 Actions

No planned changes to Goal 2 Metrics

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Support Services	This action provides support for students, teachers, instructional coaches, and administrators with targeted professional development, supplemental materials, and supplemental programs to improve the quality of teaching and learning in our educational program for the unduplicated students. The action places an emphasis on promoting the professional growth of teachers, and refining instructional practices to support students who are English learners, low income, or in foster care.	\$500,000.00	Yes
2	Professional Development	This action provides four days of professional development for all teachers focused on refining instructional practices to improve the academic achievement of students who are English learners, Long-Term English Learners (LTELs), low income, or in foster care. This action provides for ongoing professional development in alignment with the adoption of the supplemental Newcomer and English Language Development curriculum and programs.	\$500,000.00	Yes
3	Instructional Coaches	This action provides teachers who will be on special assignment to provide additional support at all school sites in ELA, math, and ELD. The instructional coaches will focus on improving the academic achievement of students who are English learners, low income, or in foster care and promoting the professional growth of teachers. Coaches will support the training and implementation of the newcomer and English Language Development curriculum and instructional practices. They will work closely with site administrators to determine site specific areas of concern.	\$1,200,000.00	Yes
4	Teachers	This action will provide all students with teachers that are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching	\$33,071,307.00	No
5	Textbooks	This action will provide all students with access to standards aligned instructional materials as measured by the Williams' Textbook Sufficiency Report.	\$359,844.00	No
6	Facilities	This action will provide all students with facilities-identified in "Good" Repair as measured by Facility Inspection Tool	\$8,081,352.00	No

GOAL

Goal #	Description	Type of Goal
Goal # 3	Supportive, Inclusive, and Student-Centered Cultures	Broad Goal

State Priorities addressed by this goal.

5,6

An explanation of why the LEA has developed this goal.

This goal aligns with the MUSD Strategic Plan and focuses on creating and maintaining school communities that provide positive, supportive, and caring relationships with students. This goal also emphasizes school cultures that foster students' curiosity and passions, within a welcoming and engaging school environment.

Progress towards meeting this goal will be measured using the following metrics:

Facility Inspection Tool (FIT); Attendance rate; Chronic absenteeism rate; Middle and high school dropout rates; High school graduation rate; Suspension and expulsion rates; California Healthy Kids Survey (CHKS) perceptions of school safety and connectedness; CA Dashboard Local Indicator 7; State Seal of Biliteracy rate; College course completion rate.



Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (State Priority 1).	All schools received a FIT rating of "Good" in the 2023-24 school year.	All schools received a FIT rating of "Good" in the 2024-25 school year.	3 schools received a FIT rating of Good 7 school received a FIT rating of Fair	All schools receive a FIT rating of "Good."	Year 2 Difference: 3 schools received a FIT rating of Good; 7 schools received a FIT rating of Fair, resulting in a decrease of 7/10 schools from good to fair.
Metric #2	Pupil engagement as measured by school attendance rate and chronic absenteeism rates.	The attendance rate for the 2023-24 school year (as of 5/16/24) is 94.0%. The chronic absenteeism rate for the 2023-24 school year (as of 5/16/24) is 8.8%**. Chronic Absenteeism (ELs) 2023-24 26.6% Chronic Absenteeism (SED) 2023-24 28.6% (data from Aeries/CALPADS)	The attendance rate for the 2024-25 school year is 94.2%. The chronic absenteeism rate for the 2024-25 school year is 14.88% Chronic Absenteeism 2024-25 (EL's) 16.8% Chronic Absenteeism 2024-25 (SED) 20.6% **Please note Chronic Absenteeism as reported for 2023-24 is amended to 16.2% (CA Dashboard)	The attendance rate for the 2025-26 school year is 94.45% (currently) The chronic absenteeism rate for the 2025-26 school year is 14.39% (currently) Chronic Absenteeism 2025-26 (EL's) 19.23% Chronic Absenteeism 2025-26 (SED) 18.15%	Achieve attendance rate of at least 95%. Maintain a chronic absenteeism rate below 10%.	Year 2 Difference: Average Daily Attendance rate increased by .45% Chronic Absenteeism Rate reduced 1.81% Chronic Absenteeism (English Learners) reduced 7.37% Chronic Absenteeism (Socioeconomically Disadvantaged) reduced 10.45% Year 1 Difference: Attendance rate increase of 0.2% Chronic absenteeism decreased 1.32% Chronic Absenteeism among (EL's) decreased 9.8% Chronic Absenteeism among (SED) decreased 6%

Metric #3	Middle School Dropout Rate High School Dropout Rates	2023-24 School Year Middle School Dropout Rate: 0% High School Dropout Rates: 0% (AERIES/Data Quest)	2024-25 School Year Middle School Dropout Rate: 0% High School Dropout Rates: 0%	2024-25 School Year Middle School Dropout Rate: 0% High School Dropout Rates: 0% (AERIES/Data Quest)	Maintain Middle School Dropout Rate: 0% High School Dropout Rates: 0%	Maintained Middle School Dropout Rate:0% High School Dropout Rates: 0%
Metric #4	High School Graduation Rate.	The graduation rate for the 2023-24 school year is 96.4% English Language Learner graduation rate 2023-24: 83.3% Socioeconomically Disadvantaged graduation rate 2023-24: 97.2% Students with Disabilities (SPED) graduation rate: 89.1% (data from Aeries/CALPADS)	The graduation rate for the 2024-25 school year is 95.2%. EL graduation rate 2024-25: 88.9% SED graduation rate 2024-25: 93.5% SPED graduation rate 2024-25: 85.7% (data from Aeries/CALPADS)	The projected graduation rate for the 2025-26 school year is 96.9% EL graduation rate 2025-26: 100% SED graduation rate 2025-26: 95.3% SPED graduation rate 2025-26: 95.3% (data from Aeries/CALPADS)	Maintain a graduation rate of at least 98%.	Year 2 Difference:All students increased a difference of 0.5% EL graduation rate increased from 2023-24 to 2025-26: 16.7% SED graduation rate decreased from 2023-24 to 2025-26: 1.9% SPED graduation rate increased from 2023-24 to 2025-26 6.2%

Metric #5	School Climate as measured by Suspension and Expulsion rates.	In the 2023-24 school year, the suspension rate was 2.52% and the expulsion rate was 0.10%. (data from Aeries/CALPADS) 2023-24 EL suspension rate 2.8% 2023-24 SED suspension rate 4% (n = 2023-24 12.8% foster youth suspension rate)	In the 2024-25 school year, the suspension rate was 2.61% and the expulsion rate was 0.02% 2024-25 EL suspension rate 4.3% 2024-25 SED suspension rate 3.9% (n = 2024-25 LTEL suspension rate 11.3%) (n = 2024-25 foster youth suspension rate 3%)	The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SWD suspension rate 3.25% 2025-26 SED suspension rate 2.16% 2025-26 Foster suspension rate 7.32%	Maintain a suspension rate of 2.5% or lower. Maintain an expulsion rate of 0.1% or lower.	Year 2 Difference: Suspension Rate was reduced by 0.9% EL suspension rate reduced 0.37% SED suspension rate decreased 1.84% FY suspension rate decrease of 5.48% Expulsion rate decrease to 0% Year 1 Difference: Suspension Rate was reduced by 0.11% EL suspension rate increased 1.5% SED suspension rate decreased 0.1% FY suspension rate decrease of 9.8% Expulsion rate increased .08%
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Metric #6	Student perception of school safety and connectedness as measured by the CA Dashboard Local Indicator.	<p>According to the 2023 California Healthy Kids Survey: Elementary: 67% felt connected, 75% felt safe Elementary EL students: 72% felt connected; 72% felt safe</p> <p>Secondary: 57% felt connected, 65% felt safe Secondary EL students: 50% felt connected, 59% felt safe</p> <p>Parent Responses: 60% felt connected (engaged) campuses; 73% felt campuses are safe</p> <p>Staff Responses: 64% felt connected (engaged) campuses; 73% felt campuses are safe</p>	<p>According to the 2024-25 California Healthy Kids Survey: Elementary: 69% felt connected, 65% felt safe Elementary EL students: 72% felt connected; 72% felt safe</p> <p>Secondary: 51% felt connected, 58% felt safe Secondary EL students: 50% felt connected, 60% felt safe</p> <p>Parent Responses: 60% felt connected (engaged) campuses; 52% felt campuses are safe</p> <p>Staff Responses: 51% felt connected (engaged) campuses; 52% felt campuses are safe</p>	<p>According to the 2025-26 California Healthy Kids Survey: Elementary: 71.3% felt connected, 77.3% felt safe</p> <p>Elementary EL students: 68% felt connected; 80% felt safe</p> <p>Secondary: 59.5% felt connected, 69% felt safe Secondary EL students: 66% felt connected, 72% felt safe</p> <p>Parent Responses: 64% felt connected (engaged) campuses; 44% felt campuses are safe</p> <p>Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe</p>	<p>As measured by the CHKS: 75% of elementary students feel connected to their school 80% feel safe</p> <p>60% of secondary students feel connected to their school 55% feel safe</p>	<p>Year 2 Difference: Elementary: 7% increase in connectedness 5% increase in feeling safe; EL Elementary Students: 4% increase in students feeling connected; 8% increase in students feeling safe on campus</p> <p>Secondary: 2.5% increase in students feeling connected; 5% increase in students feeling safe on campus; EL Secondary Students: 16% increase in students feeling connected; 13% increase in students feeling safe on campus</p> <p>Parent Responses: 4% increase in parents feeling connected; 4% decrease in parents feeling campuses are safe</p>
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						Staff Responses: 18% decrease in staff feeling connected; 23% decrease in staff feeling campuses are safe
Metric #7	Access to and enrollment in a broad course of study as measured by the CA Dashboard Local Indicator.	According to the 2023 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.	According to the 2024 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.	According to the 2025 CA Dashboard Local Indicator, "Access to a Broad Course of Study," students were determined to have access to, and are enrolled in, a broad course of study. This standard was met.	Continue to meet the standard of the Local Indicator, "Access to a Broad Course of Study," on the CA Dashboard.	Year 2: No Difference
Metric #8	Other pupil outcomes- State Seal of Biliteracy and College credit courses completed.	In the 2023-24 school year, 20.8% of MHS graduates earned the State Seal of Biliteracy, and 49.3% of MHS graduates completed a college course.	In the 2024-25 school year, 32% of MHS graduates earned the State Seal of Biliteracy, and 49% of MHS graduates completed a college course.	In the 2025-26 school year, 33% of MHS graduates earned the State Seal of Biliteracy, and 49% of MHS graduates completed a college course.	Maintain a level of at least 20% of MHS graduates earning the State Seal of Biliteracy. Maintain a level of at least 50% of MHS graduates completing a college course.	Year 2 Difference: Increase of 13.8% earning a seal of biliteracy, 0.3% increase in college course completion

Goal Analysis for 2025-2026

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

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

Goal 3 Action 1 Arts Integration and Staff: This action was fully implemented. Arts instruction was provided at all elementary sites, district wide participation in dramatic productions and middle and high school productions were accessible to all students. Participation in writing,

acting, production and design was made available specifically for ELD courses in middle school setting. After school strings were offered and open to all elementary schools.

Goal 3 Action 2 Dual Immersion: This action was fully implemented. Mandarin and Spanish Dual Language Immersion programs are now implemented TK-12. Students in 6th-8th grade (this includes identified EL's and SED students) assessed in the AAPPL Mandarin test continued to score above the national average in listening, speaking, writing and reading. Students in 6th-8th grade (this includes identified EL's and SED students) assessed in the AAPPL Spanish test scored 1% above the national average in listening, speaking, writing and reading. One hundred twenty one students (33%) completed the Dual Language program and managed to earn a seal of biliteracy from 2024-25.

Goal 3 Action 3 Counselors and Social Workers: This action was fully implemented. Counselors were staffed at all sites TK-12 and social workers were staffed at all secondary sites.

Goal 3 Action 4 Student Wellness and Engagement: This action was fully implemented. The Director of Student Support services and support was fully staffed. Implementation of school safety plans, PBIS, MTSS, counseling and attendance teams at each site was provided.

Goal 3 Action 5 At Promise Student Monitoring: This action was partially implemented. In response to the fiscal stabilization plan, the first phase of reducing sixth grade at middle school and moving to elementary sites was completed this year. 2025-26 commitment was coordinating a consolidation stakeholder committee to oversee the second phase of the plan to consolidate our two middle schools to one site for the 2026-27 school year. Assistant principals were staffed at one secondary school. There were no reported dropouts in the 2024-25 school year for students in middle or high school.

Goal 3 Action 6 NGSS Support: This action was fully implemented. The expansion of the partnership with Food Education was expanded to all elementary and middle schools, providing working gardens, hands-on outdoor laboratories and in-class instruction and materials.

Goal 3 Action 7 AP Testing Support: This action was fully implemented. All students including SED and EL students had open enrollment opportunities and access to participate in AP classes and AP assessment fees were waived for all students.

Goal 3 Action 8 AVID Program and Tutoring: This action was partially implemented. The program was a late start due to securing staffing for tutoring assignments.

Goal 3 Action 9 School Climate and Culture, PBIS: This action was fully implemented. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program.

Goal 3 Action 10 Wellness Center and Programs: This action was fully implemented. Wellness Center Coordinator was staffed working with all staff and supported targeted students, particularly EL and SED with outreach support, access to school and clothing supplies and referrals to community resources. According to CHKS data 60% of all students and 72% of EL students agree or strongly agree that the school environment provides positive counseling and other ways to help students with social and emotional needs.

Goal 3 Action 11 Famineer Program: This action was partially implemented. Famineers participation increased in all of our elementary schools. According to CHKS, opportunities for meaningful school connectedness are at 71% of all students. Middle school did not participate in the Famineer program.

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

Goal 3 Action 3 Counselors and Social Workers: This action supports the counseling programs by providing support for students who are chronically absent, or exhibit behavioral and social-emotional challenges. Material differences between budgeted and estimated actual expenditures were less due to salary and benefits being less than budgeted and consolidation based upon recommendations in fiscal stabilization plan resulted in reduced staffing.

Goal 3 Action 4 Student Wellness and Engagement: This action provides for the Director of Student Services and the clerical support. Material differences between budgeted and estimated actual expenditures were less due to salary and benefits being less than budgeted and there was a gap in support staffing as the district conducted the hiring process.

Goal 3 Action 5 At Promise Student Monitoring: This action provides assistant principals at the secondary schools. Material differences between budgeted and estimated actual expenditures were less due to initially this was projected as partial funding for middle school assistant principals, but due to recommendations in our fiscal stabilization plan and consolidation, Assistant Principal staffing was reduced.

Goal 3 Action 6 NGSS Support: This action pays for lab materials and partnership with our hands-on garden science program at all of our school sites. Material differences between budgeted and estimated actual expenditures were more due to expansion of garden projects and carryover of summer projects..

Goal 3 Action 8 AVID Program and Tutoring: This action provides support for the implementation of the AVID program at the middle and high schools. Material differences between budgeted and estimated actual expenditures were less due to impact of fiscal stabilization plan recommendations for consolidation of middle schools, reduction in student enrollment in the program and timeline of recruiting and onboarding tutors.

Goal 3 Action 9 School Climate and Culture (PBIS, MEOs): This action supports programs to improve the climate and culture of our schools. Material differences between budgeted and estimated actual expenditures were more due to the impact of the fiscal stabilization plan and school consolidation results. PBIS teams and travel were reduced resulting in lowered travel and conference, professional development and extra hour compensation needed.

Goal 3 Action 11 Femineer Program: This action provides funding for the expansion of the Femineer Program at our elementary and middle schools. Material differences between budgeted and estimated actual expenditures were less due to participation by middle school teams that did not occur and compensation and program costs were less than planned.

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

Goal 3 Action 1 Arts Integration and Staff: This action was effective. 71% of students reported strong school connectedness (CHKS 2026) with 72% EL's reporting positive connectedness. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%.

Goal 3 Action 2 Dual Immersion: This action was effective. The number of students earning the seal of biliteracy over our three year goal is 50 students currently. EL's enrolled in DI, summative ELPAC increased to 50% who maintained or progressed at least one level in proficiency. AAPPL results remained above the national averages in Spanish and Mandarin.

Goal 3 Action 3 Counselors and Social Workers: This action was effective. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%.

Goal 3 Action 4 Student Wellness and Engagement: This action was effective. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program.

Goal 3 Action 5 At Promise Student Monitoring: This action was effective. 71% of students reported strong school connectedness (CHKS 2026) with 72% EL's reporting positive connectedness. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%.

Goal 3 Action 6 NGSS Support: This action was partially effective. District wide, CAST results were 33% of all students met or exceeded the standards, resulting in a 3% from our baseline. The trend of 3% of EL's meeting or exceeding continued. We had a slight increase in Socioeconomically Disadvantaged students improving just under 3% from 19% to 22%. The strategy will be to increase specific targeted instruction with support of the program (Food Ed) to improve and support learners. This provides outdoor, hands-on learning opportunities with community partnerships in the field of environmental and food sciences.

Goal 3 Action 7 AP Testing Support: This action was effective. AP Pass rate increased from 53% from 2023-24 to 64% in 2024-25, resulting in surpassing our three year 55% pass rate. The AP passage rate in 2024 was 52.8% for English Language Learners and student passage rate was 49% for Socioeconomically Disadvantaged students (data from College Board/AERIES).

Goal 3 Action 8 AVID Program and Tutoring: This action was effective. The middle school program continued to expand the AVID and tutoring options, even with the loss of 6th grade due to the fiscal stabilization consolidation plan. High school participation maintained the same amount of AVID sections but does compete with our early college enrollment as students opt for early college. Tutoring was expanded to our elementary sites, offering tutoring support options before and after school. High School Graduation Rate Data: EL students had a 7% increase in 2024-25 (90.9%) who met or exceeded the standard from the 2023-24 (83%) benchmark. SED students had a 1.0% decrease in 2024-25 (93.1%) who met or exceeded the standard from the 2023-24 (94.3%) benchmark. Identified Foster Students were an insignificant subgroup (n < 5 so no comparable data was available).

Goal 3 Action 9 School Climate and Culture, PBIS: This action was effective. Each site participated in the Tiered Fidelity Inventory, with applications for bronze, silver and gold recognition. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program. Multi-Tiered Systems of Support (MTSS) and Coordination of Services Teams (COST) systems (including RTI/PBIS models) will remain a focus of routine at each of our sites, monitoring academic progress, attendance and social, emotional needs including providing interventions as appropriate.

Goal 3 Action 10 Wellness Center and Programs: This action was effective. 71% of students reported strong school connectedness (CHKS 2026) with 72% EL's reporting positive connectedness. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just

over 94%. The 2025-2026 projected suspension rate for all students is 1.62% and the projected expulsion rate is 0%, which is a nearly 1% decrease in suspensions and maintains well below our goal for expulsion rate. Our EL rate for suspension remained below our three year goal and was 2% less than the previous year at 2.43%. Our socioeconomically disadvantaged students reduced just under 2% to 2.16% from our original baseline. Positive Behavior Interventions and Supports was successfully implemented at our K-12 sites. Each site team participated in a tiered fidelity inventory, and each site applied for recognition status within the Positive Behavior Interventions and Supports program. Multi-Tiered Systems of Support (MTSS) and Coordination of Services Teams (COST) systems (including RTI/PBIS models) will remain a focus of routine at each of our sites, monitoring academic progress, attendance and social, emotional needs including providing interventions as appropriate.

Goal 3 Action 11 Famineer Program: This action was effective. Famineers participation increased in all of our elementary schools. According to CHKS, opportunities for meaningful student participation are 75% of all elementary EL students. Middle school did not participate in the Famineer program. The attendance rate for the 2025-26 school year is 94%. The reduction of chronic absenteeism maintained at 14%, with our EL groups reducing 7% from our baseline and our SED group reducing 9% from our baseline. Average Daily Attendance maintained at the rate of just over 94%.

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

The following actions are noted with proposed changes:

Goal 3 Action 3 Counselors and Social Workers: This action will be amended to reflect the social worker component will remain reduced, with proposed transition to behavioral support counselors

Goal 3 Action 5 At Promise Student Monitoring: This action will be amended to reflect the reduction of two assistant principals at the middle school sites (re: fiscal stabilization plan) moves 6th grade to elementary campuses adopting a single site junior high model (7th and 8th only) with expansion of interventionists TK-8

The following metrics are noted with proposed changes:

Goal 3 Metric: Amended to reflect corrected chronic absenteeism rate for 2023-24 and amended to include measurement data of EL's and SED identified students

Goal 3 Metric 5: Amended to include measurement data of EL's and SED identified students

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

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Action #	Title	Description	Total Funds	Contributing
1	Arts Integration and Staff	This action provides support for incorporating visual and performing arts into the educational program. The action increases and improves the school experience of our English learners, low income students, and students in foster care, by providing supportive, inclusive, and engaging learning experiences.	\$180,000.00	Yes
2	Dual Immersion	This action supports the success of English learners (particularly those whose home language is Spanish or Mandarin) and low income students by providing a Spanish and Mandarin dual immersion programs. This action will also provide additional support through supplemental materials, professional development, and conference attendance.	\$1,910,206.84	Yes
3	Counselors and Social Workers	This action supports the counseling programs by providing support for unduplicated students who are chronically absent, or exhibit behavioral and social-emotional challenges. Additionally, students who are English learners, low income, or in foster care will receive additional guidance to ensure they are enrolled in the appropriate courses for the school year. Additional funds will be provided through the Learning Recovery Emergency Block Grant (LREBG).	\$1,773,923.22	Yes
4	Student Wellness and Engagement	This action helps to ensure that English learners, low income students, and students in foster care receive essential support and are provided with the resources that will help them to succeed through the Director of Student Services and the clerical support who oversee and monitor course offerings, enrollment, social-emotional well-being, and 504 plans.	\$425,000.00	Yes
5	At Promise Student Monitoring	This action provides direct support for students who are English learners, low income, or in foster care by the assistant principals at the secondary schools, who will support the academic and social-emotional well-being of students, oversee the implementation of LCAP goals and actions, and foster inclusive and engaging school cultures for the unduplicated students.	\$225,000.00	Yes
6	NGSS Support	This action provides supplemental programming to support the mastery of the Next Generation Science Standards (NGSS) for the English learners, low income, or in foster care. In particular, this action supports the expansion of the hands-on outdoor science programs including expansion of our garden science program and outdoor science programs at Canyon Park.	\$220,000.00	Yes

7	AP Testing Support	This action provides financial support for the Advanced Placement (AP) exams for English learners, low income, or in foster care high school students, who might otherwise not have access to the AP exams due to their cost.	\$95,000.00	Yes
8	AVID Program and Tutoring	This action provides support for the implementation of the AVID program at the middle and high schools, and free tutoring for academic support. The AVID program and AVID tutoring provides additional support for our students who are English learners, low income, or in foster care.	\$100,000.00	Yes
9	School Climate and Culture, PBIS	This action supports programs for our students who are English learners, low income, or in foster care, who are more likely to experience a decreased sense of belonging to their school and with their classmates. This action provides the implementation and development of our PBIS programs and the Monrovia Elementary Olympics. These programs provide valuable opportunities for the unduplicated students to build stronger connections within their schools, as well as across schools within our district.	\$70,000.00	Yes
10	Wellness Center and Programs	This action provides funding for a Wellness Center Coordinator at Monrovia High School, who will oversee and monitor interventions to support the social-emotional well-being of the unduplicated students. The Coordinator provides screenings and case management for counseling and intervention. This action provides additional support to our students who are English learners, low income, or in foster care.	\$175,000.00	Yes
11	Femineer Program	This action provides the expansion of hands-on sciences through the Femineer Program at our elementary schools for the students who are English learners, low income, or in foster care, who might not otherwise have access or interest in STEM education. The program provides hands-on engineering projects and encourages students to pursue STEM (science, technology, engineering, and math) in their education and careers.	\$27,000.00	Yes

GOAL

Goal #	Description	Type of Goal
Goal # 4	Engaged Parents, Families, and Community	Broad Goal

State Priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

This goal aligns with the MUSD Strategic Plan and focuses on increasing opportunities for parents to meaningfully participate with schools in ways that support students' successful learning and achievement. The goal also emphasizes establishing, expanding, and maintaining partnerships with community-based organizations and MUSD alumni. Progress towards meeting this goal will be measured using the following metric: CA Dashboard Local Indicator 3

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Parent input in decision making as measured by the CA Dashboard Local Indicator for Parent Involvement and Family Engagement (Priority 3).	We met the standard on the 2023 CA Dashboard Local Indicator, "Parent and Family Engagement." CHKS Average reporting of parental involvement "strongly agree" at 38%	We met the standard on the 2024 CA Dashboard Local Indicator, "Parent and Family Engagement." CHKS Average reporting of parental involvement "strongly agree" at 38%	We met the standard on the 2025 CA Dashboard Local Indicator, "Parent and Family Engagement." CHKS Average reporting of parental involvement "strongly agree" at 42%	Continue to meet the standard on the CA Dashboard Local Indicator, "Parent and Family Engagement."	Year 2 Difference: Increase of 4% of parent respondents who strongly agreed that Parent and Family involvement is encouraged
Metric #2	Parent participation in programs for unduplicated pupils as measured by the CA Dashboard Local Indicator for Parent Involvement and Family Engagement (Priority 3).	We met the standard on the 2023 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2023-24 LCAP Survey, 77% of parents indicated that they felt satisfied with the opportunities to participate in their child's education.	We met the standard on the 2024 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2024-25 LCAP In the survey, 78% of parents indicated that they felt satisfied with the opportunities to participate in their child's education.	We met the standard on the 2025 CA Dashboard Local Indicator, "Parent and Family Engagement." On the 2025-26 LCAP In the survey, 83.3% of parents indicated that they felt satisfied with the opportunities to participate in their child's education.	Continue to meet the standard on the CA Dashboard Local Indicator, "Parent and Family Engagement." Maintain at least 80% of parents indicating satisfaction with the opportunities to participate in their child's education as measured on the annual LCAP Survey.	Year 2 Difference: Parent and Family Engagement Indicator Maintained LCAP Survey of parent satisfaction increased (5.3%)

Goal Analysis for 2025-2026

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

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

Goal 4 Action 1 21st Century Learning: This action was fully implemented. The position of technology director was maintained overseeing the technical infrastructure and academic components of district technology and systems. This role was pivotal in monitoring, disaggregating data and providing technological support for instructional impact.

Goal 4 Action 2 Student, Family and Community Engagement: This action was fully implemented. The staffing of the public information officer was pivotal in supporting community engagement and communication. Communication was timely and used social media platforms and Parent Square as our main communication to reach families of English learners, low income, or in foster care, staff and community. Educational partner input revealed improved communication district-wide.

Goal 4 Action 3 Positive Community Connections: This action was fully implemented. The School Safety Resource Officer provided in-school support, emergency response, interventions and home visits. The community liaison and family support role also provided support for our English learners, low income, and identified foster care students.

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

Actions and services for Goal 4, aimed at engaged parents, families and community were generally expended as intended, with a few exceptions. Below are the material differences of 20% or more between budgeted and estimated actual expenditures.

Material differences were noted in the following actions:

Goal 4 Action 1 21st Century Learning: This action provided a Chief Technology Officer (CTO) and staff. Material differences between budgeted and estimated actual expenditures were less due to impact of fiscal stabilization plan, using alternate available one time grant funding and not fulfilling support position staffing.

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

Goal 4 Action 1 21st Century Learning: This action was effective. 100% of all students had a laptop and access to wifi in school and the option for availability at home. Increases overall in ELA and Math State Assessments according to the CA Dashboard: ELA CAASPP data: Our EL students made just under a 1% increase in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. SED students had a 0.26% decrease in 2025-26 who met or exceeded the standard from the 2024-25 benchmark. Identified Foster Students had a 6.26% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Math CAASPP data: Our EL students made just over a 1% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. SED students had a 3.46% decrease in 2025-26 who met or exceeded the standard from the 2023-24 benchmark. Identified Foster Students had a 9.09% increase in 2025-26 who met or exceeded the standard from the 2023-24 benchmark.

Goal 4 Action 2 Student, Family and Community Engagement: This action was effective. Public Information Officer was pivotal in communication to all education partners, particularly during adversity and traumatic times across the district. All information was provided in the families preferred home language. According to the 2025-26 California Healthy Kids Survey: Elementary: 71% felt connected, 77% felt safe. In Secondary: 59% felt connected, 69% felt safe. Elementary EL students: 68% felt connected; 80% felt safe. Secondary EL students: 66% felt connected, 72% felt safe.

Goal 4 Action 3 Positive Community Connections: This action was effective. The School Safety Resource Officer provided support beyond the school site, with the access to “push into” the community and provide wellness checks, interventions and access to resources.

Parent and family engagement continues to be a point of focus and is embedded in our strategic plan and all school site single plans for student achievement. While we continue to meet requirements of engagement, improving strategies to strengthen partnerships with community and educational partners remains a high priority. The 2025-2026 projected suspension rate for all students is 1.62% and the projected expulsion rate is 0%, which is a nearly 1% decrease in suspensions and maintains well below our goal for expulsion rate. Our EL rate for suspension remained below our three year goal and was 2% less than the previous year at 2.43%. Our socioeconomically disadvantaged students reduced just under 2% to 2.16% from our original baseline. Our needs assessment and educational partner input opportunities yielded just under two thousand participants.

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

The following actions are noted with proposed changes:

Goal 4 Action 2 Public Information Officer: This action will be amended to reflect the addition of an events coordinator to expand community engagement opportunities.

There are no planned changes to Goal 4 metrics

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	21st Century Learning	The Chief Technology Officer (CTO) and staff, will provide support in the educational technology programs for our students who are English learners, low income, or in foster care who might not otherwise have access to technology tools and platforms. The CTO oversees and monitors professional development for teachers and staff to improve the use of technology to support learning, engagement, and achievement of the unduplicated students.	\$52,000.00	Yes
2	Student, Family, and Community Engagement	Public Information Officer who provides additional support for our students who are English learners, low income, or in foster care who often experience decreased levels of connectedness and a sense of belonging with their schools. This will increase and improve communication throughout the community, and to highlight positive aspects of our schools through social media platforms, contributing to increased sense of belonging and pride among the unduplicated students and staff.	\$180,000.00	Yes
3	Positive Community Connections	This action provides additional support for our students who are low income and in foster care, who historically have had weaker connections and trust with law enforcement and community resources through a School Resource Officer (SRO) to support increased and improved engagement with the unduplicated students, families and the community. The SRO provides education for unduplicated students and families about preventing juvenile delinquency, promotes positive relationships between youth and law enforcement, collaboration with district counseling programs, and coordination with community resources.	\$80,000.00	Yes

GOAL

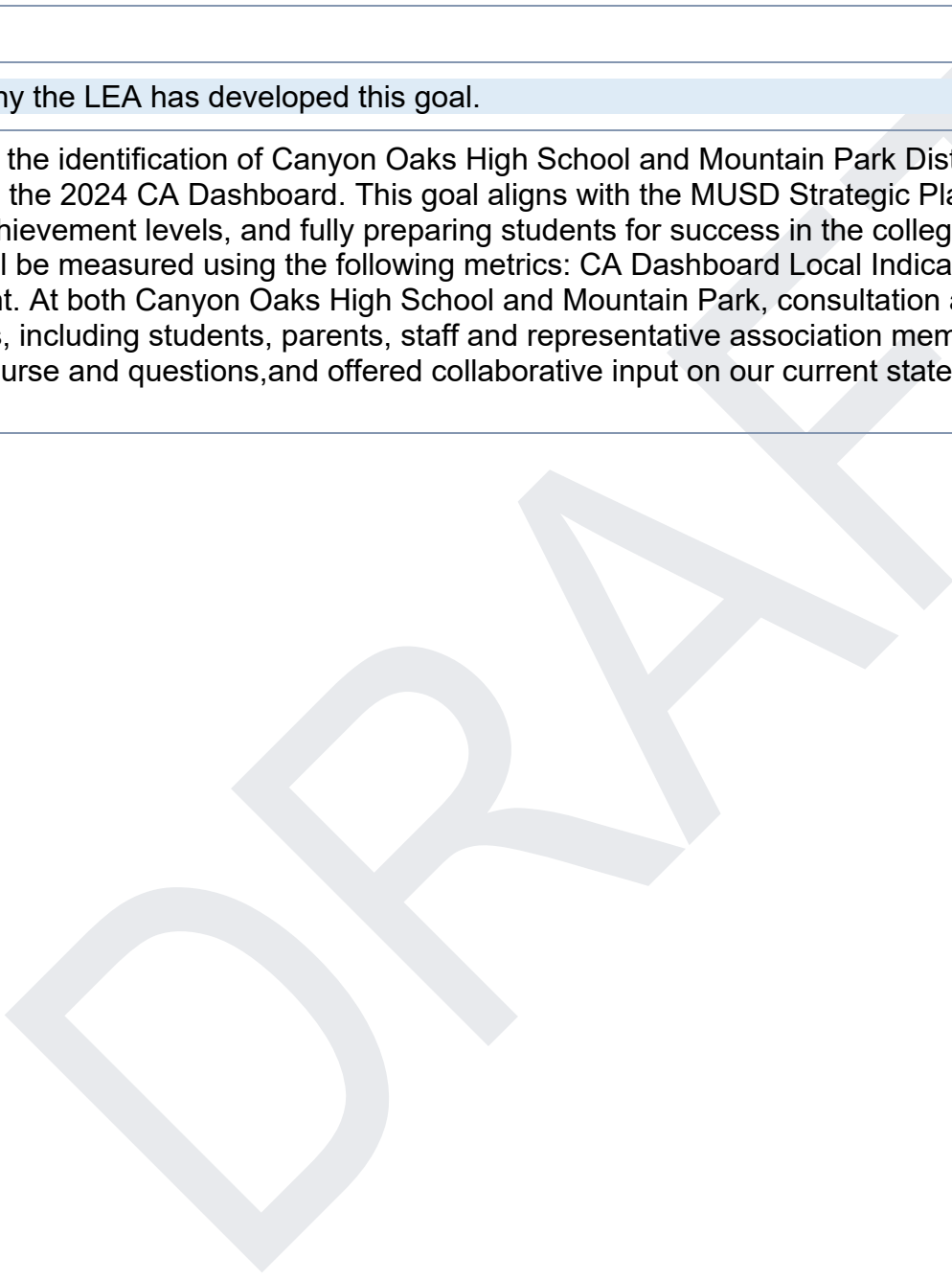
Goal #	Description	Type of Goal
Goal # 5	By the end of the 2025-26 school year, MUSD will increase the academic achievement of the students in the equity multiplier schools (Canyon Oaks, Mountain Park) to 50% meeting or exceeding standards as measured by the CA Assessment of Student Performance and Progress. This will be accomplished by providing comprehensive support and resources including the implementation of intervention support staff, tutoring, staff development, and parent workshops.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1, 2, 4, 5

An explanation of why the LEA has developed this goal.

This goal addresses the identification of Canyon Oaks High School and Mountain Park Distance Learning School as equity multiplier sites which was based on the 2024 CA Dashboard. This goal aligns with the MUSD Strategic Plan and focuses on closing achievement gaps, raising academic achievement levels, and fully preparing students for success in the college and career of their choice. Progress towards meeting this goal will be measured using the following metrics: CA Dashboard Local Indicators and Student achievement on CAASPP Math Student achievement. At both Canyon Oaks High School and Mountain Park, consultation and input meetings, surveys and discussions from educational partners, including students, parents, staff and representative association members were held. These sessions offered information, opportunity for discourse and questions, and offered collaborative input on our current state, review of progress and suggestions for improvement.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric # 1	CAASPP Math Annual Achievement and Progress (State Priority 4).	2023-24 CAASPP Math: Canyon Oaks High School: All Students: 0% met or exceeded the standard Mountain Park School: All Students: 6.9% met or exceeded the standard		2024-25 CAASPP Math: Canyon Oaks High School: All Students: 7.14% met or exceeded the standard Mountain Park School: All Students: 13.33% met or exceeded the standard	Math CAASPP: Canyon Oaks High School: All Students: 50% meet or exceed the standard Mountain Park School: All Students: 50% meet or exceed the standard	Canyon Oaks High School: All Students: Increase of 7.14% met or exceeded the standard Mountain Park School: All Students: Increase of 6.43% met or exceeded the standard
Metric # 2	Average Daily Attendance (State Priority 5)	Average Daily Attendance 2023-24 Canyon Oaks: 82% 2023-24 ADA Mountain Park: 93%	Average Daily Attendance 2024-25 Canyon Oaks: 82% 2024-25 ADA Mountain Park: 92%	Average Daily Attendance 2025-26 Canyon Oaks: 58% 2025-26 ADA Mountain Park: 100%	All Canyon Oaks Students achieve attendance rate of at least 95% All Mountain Park Students achieve attendance rate of at least 95%	Year 2 Difference: Canyon Oaks: 24% Decrease in Average Daily Attendance Mountain Park: 7% Increase in Average Daily Attendance

Goal Analysis for 2025-2026

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

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

- Goal 5 Action 1 Canyon Oaks: Edgenuity This action was not implemented.
- Goal 5 Action 2 Canyon Oaks: Intervention Support This action was not implemented.
- Goal 5 Action 3 Mountain Park: Intervention Support This action was not implemented.

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

- Goal 5 Action 1 Canyon Oaks: Edgenuity This action was not implemented.
- Goal 5 Action 2 Canyon Oaks: Intervention Support This action was not implemented.
- Goal 5 Action 3 Mountain Park: Intervention Support This action was not implemented.

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

- Goal 5 Action 1 Canyon Oaks: Edgenuity This action was not implemented.
- Goal 5 Action 2 Canyon Oaks: Intervention Support This action was not implemented.
- Goal 5 Action 3 Mountain Park: Intervention Support This action was not implemented.

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

- Goal 5 Action 1 Canyon Oaks: Edgenuity This action was not implemented.
- Goal 5 Action 2 Canyon Oaks: Intervention Support This action was not implemented.
- Goal 5 Action 3 Mountain Park: Intervention Support This action was not implemented.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Canyon Oaks: Edgenuity	A digital platform for students to access core subject materials, elective options and credit recovery. This digital program provides supplemental instruction, resource links, benchmark assessments and allows for a hybrid of online and in-person instructional settings.	\$40,000 (Canyon Oaks)	No
2	Canyon Oaks: Intervention Support	Provides additional support, outreach, intervention and tutoring for all at risk students at Canyon Oaks High School	\$20,099 (Canyon Oaks)	No
3	Mountain Park: Intervention Support	Provides additional support, outreach, intervention and tutoring for all at risk students at Mountain Park Distance Learning School.	\$ 85, 454 (Mountain Park)	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9,739,880	\$2,856,322

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
18.46%	0%	\$1,928,372.79	18.46%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	<p>Action: Early Literacy Targeted Support</p> <p>Need: Our CAASPP data shows the following concerns: Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) .Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). The academic achievement in ELA of English learners and low income students remains lower than the overall achievement level of students. Ed. Partner feedback has been overwhelmingly in favor of smaller classes for students including increasing small group instruction, improved English Language Development and interventions.</p>	<p>We will support lower class size ratios at the primary grades with a focus on EL's, SED and Foster Youth to provide more personalized support for students to develop strong foundations in literacy and numeracy. However, this action is being provided on a schoolwide basis to maximize the impact in CAASPP ELA scores by increasing individualized support to all students who are struggling.</p>	<p>CAASPP ELA scores i-Ready Reading Diagnostic results</p>

<p>Goal 1, Action 2</p>	<p>Action: Data-Driven Systems Needs: Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. English learner progress continues to require improvement. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Teachers and administrators have emphasized the importance of data to monitor EL progress and make informed instructional decisions. Identifying benchmarks of LTEL's and increased targeted instruction prior to reaching status.</p> <p>2025 CAASPP ELA: English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) Student with Disabilities (SWD): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). In the 2024-25 school year, the English Learner progress was only an increase of 2.1 % falling short of 60% three year goal.</p>	<p>To address the needs we will provide a Data Specialist providing achievement data and reports to effectively monitor academic progress of unduplicated students and to guide instructional decisions to support the learning and their achievement. We will also purchase data warehousing software to organize reports and provide the capacity for disaggregation of data. These actions address the identified needs and will create an opportunity to significantly improve the achievement of unduplicated students. This action is being provided on an LEA wide basis to maximize the impact in CAASPP ELA improvement by providing a data specialist to provide support to all students</p>	<p>English Learner Progress Indicator (ELPI). EL achievement on the CAASPP ELA EL achievement on the i-Ready diagnostic</p>
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<p>Goal 1, Action 3</p>	<p>Action: Supplemental instruction Needs: The academic achievement in ELA of students who are English learners and low income has remained below the overall achievement level. Local ELA progress monitoring data shows unduplicated pupils ELA scores are in the lowest performance levels. Academic achievement in ELA of English learners and low income students remains lower than the overall achievement level of students. Ed. Partner feedback has been overwhelmingly in favor of providing intervention programs, supplemental services, and professional development to improve academic achievement and the school climate. 2025 CAASPP ELA: English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) Student with Disabilities (SWD): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). In the 2024-25 school year, the English Learner progress was only an increase of 2.1 % falling short of 60% three year goal.</p>	<p>To address these needs, we will provide school sites with funds to determine the specific needs of their ELs and low income students, utilizing resources to provide targeted intervention and supplemental programs to support student learning and achievement. Sites will also provide professional development for teachers to refine instructional practices in ways that enhance student learning, achievement, and sense of safety and community. These actions will create an opportunity to improve the achievement of unduplicated students through targeted intervention, professional development, and supplemental programs.</p> <p>Sites will also provide professional development for teachers to refine instructional practices in ways that enhance student learning and achievement. Adoption of ELD curriculum with intentional daily instruction implemented.</p> <p>This action is being provided on an LEA wide basis to maximize the impact in CAASPP ELA improvement by providing supplemental programs, materials and staff training to provide support to all struggling students</p>	<p>CAASPP ELA i-Ready ELA Diagnostic Assessment</p>
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<p>Goal 1, Action 4</p>	<p>Action: AP Summer Institute Needs: Although participation in Advanced Placement courses has increased, the number of ELs and low income students who participate is lower than the overall average. Pass rate remains static (no progress) Feedback from educational partners has emphasized the importance of increasing access to AP courses, with an emphasis on our unduplicated students.</p> <p>The AP passage rate in 2023 was 56.48%. (data from College Board) EL student passage rate: 49% SED student passage rate: 54% (data from College Board</p>	<p>To address this need, we will provide an AP Summer Institute for teachers that will assist them in preparing more unduplicated students to enroll in AP courses, and improve their performance on the AP exams.</p> <p>This action will serve to increase the enrollment of unduplicated students in AP courses through the professional development of our teachers.</p>	<p>AP enrollment AP exam passing rate</p>
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<p>Goal 1, Action 5</p>	<p>Action: Differentiated Instruction and Progress Monitoring Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and socioeconomically disadvantaged students. Feedback from educational partners has emphasized the need for personalized academic support in both ELA and math that can be accessed by students while at home as well as at school, access to tutoring and in-school intervention support. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or</p>	<p>To address this need, we will provide i-Ready personalized learning experiences in both ELA and Math for students in grades K-8. This provides intervention for students who are below grade level, and acceleration for students who are ready to progress. This includes the i-Ready diagnostic assessments that provide valuable data that guide instructional decisions to most effectively meet the needs of students. This action will provide headsets that are essential for students to utilize i-Ready and increase personal focus. These actions will create an opportunity to improve the achievement of unduplicated students through personalized academic support and detailed diagnostic reports that guide instructional decisions. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>i-Ready ELA diagnostic i-Ready Math diagnostic CAASPP ELA CAASPP Math</p>
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exceeded the standard
Socioeconomically Disadvantaged: 29% of students met or exceeded the standard
Students with Disabilities (SPED): 14% of students met or exceeded the standard
2025 CAASPP Math:
All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).
English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).
Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).
Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).

<p>Goal 1, Action 6</p>	<p>Action: Instructional Delivery and Support Systems Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. Feedback from educational partners has emphasized the need for effective monitoring and oversight of supplemental educational programs that support unduplicated students. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard</p>	<p>To address this need, we will provide an Executive Director of Educational Services and support staff to oversee and monitor supplemental educational programs including intervention, CTE, and other actions in our LCAP. This action helps ensure that students who are English learners, low income, or in foster care are making continuous academic growth. These actions will create an opportunity to improve the achievement of unduplicated students through maintaining the effectiveness of supplemental programs that provide academic support for students. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math ELPI</p>
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Socioeconomically Disadvantaged: 29% of students met or exceeded the standard
 Students with Disabilities (SPED): 14% of students met or exceeded the standard
 2025 CAASPP Math:
 All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).
 English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).
 Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).
 Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).
 In the 2025-2026 school year, the English learner reclassification rate was 15%.
 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator

<p>Goal 1, Action 7</p>	<p>Action: Technology: Access and Equity Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress (as measured on the CA Dashboard on the ELPI) is just above 50% Feedback from educational partners has emphasized the need for 1-to-1 technology that provides students with access to valuable instructional support resources both at school and at home. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SWD): 22% of students met or exceeded the standard. 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or exceeded the standard</p>	<p>To address this need, we will provide students with 1-to-1 technology devices providing access to personalized learning platforms, intervention, online tutoring, and supplemental instructional support both at school and at home. Wi-Fi hotspots will be provided for students who do not have internet access at home. These actions will create an opportunity to improve the achievement of unduplicated students through increasing access to valuable instructional resources (e.g., i-Ready) while at school and at home. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>ELPI CAASPP ELA and Math i-Ready ELA and Math</p>
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<p>Socioeconomically Disadvantaged: 29% of students met or exceeded the standard</p> <p>Students with Disabilities (SWD): 14% of students met or exceeded the standard</p> <p>2025 CAASPP Math:</p> <p>All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).</p> <p>English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).</p> <p>Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).</p> <p>Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).</p> <p>In the 2025-2026 school year, the English learner reclassification rate was 15%.</p> <p>52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator</p>		
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<p>Goal 1, Action 8</p>	<p>Action: Interventionists Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. Feedback from educational partners consistently emphasizes the need for academic intervention programs to support students who are struggling in ELA and math. In particular, educational partners have emphasized the value of providing intervention during the school day. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or</p>	<p>To address this need, we will provide Interventionists and intervention aides at the elementary and middle schools to implement targeted academic intervention for students who are below grade level in ELA and math. These actions will create an opportunity to improve the achievement of unduplicated students through targeted intervention, professional development, and supplemental programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Update: Math interventionists were added to each elementary site resulting in one ELA and one Math interventionist serving each of our five elementary sites.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math</p>
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exceeded the standard
Socioeconomically Disadvantaged: 29% of students met or exceeded the standard
Students with Disabilities (SPED): 14% of students met or exceeded the standard
2025 CAASPP Math:
All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).
English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).
Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).
Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).
In the 2025-2026 school year, the English learner reclassification rate was 15%.
52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator

<p>Goal 1, Action 9</p>	<p>Action: Technology Naviance Needs: The percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year. Educational partner feedback has consistently emphasized the importance of ensuring college readiness of our students. Teachers, students, and administrators have described the Naviance program as a valuable resource to ensure successful completion of A-G requirements. 12th grade students in the 2024-25 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 51.9% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 11% English Language Learners (EL) who met UC/CSU A-G requirements: 33% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 47.5% The projected graduation rate for the 2025-26 school year is 96.9% EL graduation rate 2025-26: 100% SED graduation rate 2025-26: 95.3% SPED graduation rate 2025-26: 95.3%</p>	<p>To address this need, we will provide Naviance, which guides and supports students in middle and high school to follow a successful path to prepare for college and career. Secondary counselors use Naviance to monitor and support students. This action will create an opportunity to increase A-G completion rates of our students through the personalized guidance and support provided by Naviance. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Update: California College Guidance Initiative (CCGI) emerged as a mandated database for student college and career planning platform. Shift from Naviance to CCGI is occurring between 25-26 and 26-27.</p>	<p>High school A-G completion rate High school graduation rate</p>
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<p>Goal 1, Action 10</p>	<p>Action: Technology: CTE Pathways Needs: Although the number of students participating in CTE pathways increased significantly over the past three years, the number decreased slightly from last year to this year. The percentage of English learners participating in CTE remained low, but did improve from our baseline data. CTE Completer status remains below targeted goals Feedback from educational partners has highlighted the importance of CTE pathways to improve college and career opportunities of our unduplicated students. 12th grade students in the 2025-2026 school year are projected for completion of CTE Pathways at the following rates: All students at 35.4% Students with Disabilities at 35.2% English Language Learners at 17% Socioeconomically Disadvantaged at 35.4%</p>	<p>To address this need, we will improve and increase CTE pathways to provide students with opportunities to prepare for careers in high-need and high-interest areas. CTE pathways can be especially valuable for students who are English learners, low income, or in foster care, since they may not otherwise have these opportunities. These actions will create an opportunity to improve the college and career opportunities of unduplicated students through increased access to CTE pathways. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all student achievement.</p>	<p>CTE enrollment rate CTE pathway completion rate % of English learners participating in CTE % of low income students participating in CTE</p>
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<p>Goal 2, Action 1</p>	<p>Action: Supplemental Support Services Identified Need: Supplemental Support Services Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Feedback from our educational partners has emphasized the need for district-wide programs that support unduplicated students' academic achievement, increase students' sense of safety and belonging, improve the quality of teaching and learning, and increase college and career opportunities. Adoption of ELD curriculum, increasing interventionist support at each site and expanding tutoring options is embedded in the plan. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED):</p>	<p>To address these needs, funding will be provided to support programs that improve academic support for students who are below grade level in ELA and math, increase support for English learners to progress towards reclassification, increase student engagement and sense of belonging, and increase access to college and career pathways. These actions will create an opportunity to improve the academic achievement of unduplicated students, their sense of safety and belonging, and increase the college and career opportunities through the implementation of district-level programs and resources that support these needs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math Chronic absenteeism rate Suspension and expulsion rates English Learner Progress Indicator (ELPI)</p>
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12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard).

2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard

English Learners: 29.2% of students met or exceeded the standard

Socioeconomically Disadvantaged: 29% of students met or exceeded the standard

Students with Disabilities (SPED): 14% of students met or exceeded the standard

2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard

English Learners: 29.2% of students met or exceeded the standard

Socioeconomically Disadvantaged: 29% of students met or exceeded the standard

Students with Disabilities (SPED): 14% of students met or exceeded the standard

2025 CAASPP Math:

All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).

English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).

Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).

Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).

In the 2025-2026 school year, the English learner reclassification rate was 15%.

52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator .

The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%.

2025-26 EL suspension rate 2.43% 2025-26 SWD suspension rate 3.25% 2025-26 SED suspension rate 2.16% 2025-26 Foster suspension rate 7.32%		
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<p>Goal 2, Action 2</p>	<p>Action: Technology: Professional Development Identified Need: Professional Development Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners has emphasized the need for targeted professional development that supports the refinement of instructional practices that increase academic achievement and better meet the needs of our unduplicated students. Professional development support included partners from The New Teacher Project (TNTP), Eureka 2 and Stanford Consultants, among others, helped focus on targeted student groups. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA: English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard) Student with Disabilities (SWD):</p>	<p>To address this need, we will provide certificated staff with four days of targeted professional development to refine instructional practices in ways that support increased academic achievement, increased progress of English learners towards reclassification, and improvements to student engagement. These actions will create an opportunity to improve the academic achievement and engagement of unduplicated students through improvements to teaching and learning that result from targeted professional development. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math California Healthy Kids Survey Chronic Absenteeism rate Suspension and expulsion rates</p>
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12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard).

In the 2024-25 school year, the English Learner progress was only an increase of 2.1 % falling short of 60% three year goal.

2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard

English Learners: 29.2% of students met or exceeded the standard

Socioeconomically Disadvantaged: 29% of students met or exceeded the standard

Students with Disabilities (SPED): 14% of students met or exceeded the standard

2025 CAASPP Math:

All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).

English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).

Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).

Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).

The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%.

2025-26 EL suspension rate 2.43%

2025-26 SWD suspension rate 3.25%

2025-26 SED suspension rate 2.16%

2025-26 Foster suspension rate 7.32%

<p>Goal 2, Action 3</p>	<p>Identified Need: Instructional Coaches Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Educational partner feedback has emphasized the need for instructional specialists to provide support for teachers' professional growth and to oversee supplemental programs that can improve student learning and achievement and engagement. Instructional coaches have been pivotal in providing staff development, training, feedback monitoring and implementation of new curriculum with fidelity. 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard).</p>	<p>To address this need, we will provide eight instructional specialists who will support teachers to refine instructional practices to better meet the needs of students who are below grade level in ELA and math, to increase English learners' progress towards reclassification, and to improve student engagement. These actions will create an opportunity to improve the academic achievement and engagement of unduplicated students through improvements to teaching and learning that result from instructional coaching and support. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Update: The coaching team will be expanded to its original format for the 2026-27 school year with secondary support roles for ELA and Math, elementary support in ELA and Math, Dual Language, English Language Development and Technology support.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math California Healthy Kids Survey</p>
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2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard
 English Learners: 29.2% of students met or exceeded the standard
 Socioeconomically Disadvantaged: 29% of students met or exceeded the standard
 Students with Disabilities (SPED): 14% of students met or exceeded the standard

2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard
 English Learners: 29.2% of students met or exceeded the standard
 Socioeconomically Disadvantaged: 29% of students met or exceeded the standard
 Students with Disabilities (SPED): 14% of students met or exceeded the standard.

2025 CAASPP Math:
 All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).
 English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard).
 Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).
 Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).
 In the 2025-2026 school year, the English learner reclassification rate was 15%.
 52.1% of English learners made progress toward English language proficiency according to the 2025-26 English Learner Progress Indicator

<p>Goal 3, Action 1</p>	<p>Goal: Supportive, Inclusive, and Student-Centered Cultures Needs: Action 2, Dual Immersion The academic achievement of English learners and low income students remains below the overall average in ELA. English learner progress has not improved significantly. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Educational partner feedback has been overwhelmingly in favor of supporting our Spanish and Mandarin dual immersion programs. 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard)</p>	<p>To address these needs, we will provide support for Spanish and Mandarin dual immersion programs helping promote the academic achievement of English learners, increase their sense of community and belonging, and improve the level of student engagement. These actions will create an opportunity to improve the academic achievement, student engagement, and sense of social emotional well-being through participation in dual immersion programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Update: In 2025 - 2026, the Mandarin Program at Plymouth yielded the second largest school in the district. Monroe became the single wall-to-wall Spanish dual immersion program. In 2026 - 2027 the district will continue to support dual immersion. Professional development for both DI programs will continue to support ELs and SED students.</p>	<p>English Learner Progress Indicator (ELPI) CAASPP ELA for English Learners AAPPL (language assessment in Mandarin and Spanish)</p>
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<p>Goal 3, Action 2</p>	<p>Identified Need: Dual Immersion Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. English learner progress has not improved significantly, remaining. Approximately half of English learners did not make progress as measured by the ELPI on the California Dashboard. Educational partner feedback has been overwhelmingly in favor of supporting our Spanish and Mandarin dual immersion programs.</p>	<p>To address these needs, we will provide support for our Spanish and Mandarin dual immersion programs which promote the academic achievement of English learners, increase their sense of community and belonging, and improve the level of student engagement. These actions will create an opportunity to improve the academic achievement, student engagement, and sense of social emotional well-being through participation in dual immersion programs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Summer support and tutoring is now available to support Dual Language Learners. Update: Consultant coach was onboarded and Dual Language Task force assembled to support instruction and develop alignment in Mandarin and Spanish TK-12.</p>	<p>English Learner Progress Indicator (ELPI) CAASPP ELA for English Learners AAPPL (language assessment in Mandarin and Spanish)</p>
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<p>Goal 3, Action 3</p>	<p>Action: Counselors and Social Workers Needs: Parents, teachers, and staff continue to emphasize the importance of providing social emotional learning and support for students. The percentage of students who participate in counseling services remains high. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from our educational partners consistently emphasizes the need to provide students with additional social-emotional support and resources for families. In particular, educational partners have been in favor of providing counselors and social workers to support students and families. The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SWD suspension rate 3.25% 2025-26 SED suspension rate 2.16% 2025-26 Foster suspension rate 7.32%</p>	<p>Elementary: At the five elementary schools, a counselor has been assigned to address these needs. Counselors and social workers will work to support the social-emotional wellbeing of students, including: self management, coping skills, managing stress and anxiety, navigating friendships and conflicts, and connection to a variety of important resources for students and families. These actions will create an opportunity to increase student engagement and sense of social emotional well-being through the services and resources provided by our counselors and social workers. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student engagement and social-emotional well-being. Update: In 2025-2026 no social workers were hired in the district. In 2026 - 2027 Hatching Results and CARPE will be brought in to provide the secondary counseling team with professional development targeted to improve A-G, FAFSA, CTE and Dual Enrollment completion including graduation rates for all subgroups, especially for Foster Youth, English Learners and SED students. Update: In 2026 - 2027, the MHS College Fair will be redesigned to include middle school students, and career industries and be rebranded as the MUSD College and Career Fair. PSAT will be offered to every 10th grade student. Pre-ACT will be discussed for every 8th and 9th grade student with the vision of implementing in 2027 - 2028.</p> <p>To address these needs, we will provide a Director of Student Support Services who will ensure effective programs that improve student engagement, sense of belonging, sense of safety, and successful</p>	<p>California Healthy Kids Survey Chronic absenteeism rate Attendance rate</p>
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Action 9: School Climate and Culture

According to the 2025 California Healthy Kids Survey:

School Climate and Safety Perceptions

- Majority of students feel safe at school (74%) and on the way to school (93%).
- About 42% report being hit or pushed, and 36% experienced cyberbullying. Perceptions of fairness and respect are high, with 71% feeling treated with respect and 72% understanding rules clearly.

Student Engagement and Support Systems

- 80% of students are motivated academically, and 67% feel connected to their school.
- Supportive relationships with caring adults are reported by 53%, and 74% perceive high expectations from staff.

Behavioral and Mental Health Indicators

- 12% report lifetime drug or alcohol use, with no marijuana or cigarette use reported.
- 21% experience frequent sadness, while 64% report good mental wellness.

progress towards graduation.

These actions will create an opportunity to improve the student wellness and engagement of unduplicated students through programs and resources that address specific needs.

Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student wellness and engagement.

Update:

- 1) For 2026-2027 funding for the Second Step SEL Program will continue. Implementation of this program was partial in elementary schools and was not implemented in secondary. In 2026-2027 the goal is to increase implementation.
- 2) The district will consider Panorama Education’s School Safety and Climate Tool for the coming year.
- 3) The district will continue its implementation of MUSD’s MTMDSS process. Funds will be set aside for Professional Development for school site leaders and assistant principals recommended by the principal, for training.

<p>Goal 3, Action 4</p>	<p>Action: Student Wellness and Engagement Needs: Although chronic absenteeism has decreased substantially over the past two years, the overall attendance rate remains below the goal of 96%. Moreover, a significant percentage of students at the middle and high schools report that they don't feel a sense of connection and safety at school. Feedback from educational partners have consistently emphasized the importance of providing arts programming to build student engagement, sense of community, academic achievement, and social-emotional well-being. The percentage of students expected to complete A-G requirements decreased from 60% to 40% in the current year. The suspension and expulsion rates have remained relatively low. The attendance rate remains below the goal of 96%. Moreover, while there was some improvement, a significant percentage of students at the middle and high schools report that they don't feel a sense of connection and safety at school. Educational partner feedback has emphasized the need to provide programs and resources to support student wellness and engagement. School Connectedness and Safety (2025 CHKS)</p> <ul style="list-style-type: none"> ● 67% of students report feeling close to people at school “most or all of the time.” ● 44% feel happy at school “most or all of the time,” and 34% feel like part of the school “most or all of the time.” ● 45% feel safe at school “most or all of the time,” and 57% feel safe on their way to and from school “all the time.” ● Less than 4% report being victims of violence such as hitting, spreading rumors, or name-calling frequently. <p>Academic Performance and Attendance (2025 CHKS)</p>	<p>To address these needs, we will provide students with arts programs that increase student engagement, foster a sense of connection and community, improve social-emotional wellbeing, and enhance academic achievement. These actions will incorporate visual and performing arts into the educational program. The action increases and improves the school experience of our English learners, low income students, and students in foster care, by providing supportive, inclusive, and engaging learning experiences. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement. Update: Attendance Rate for 2025 - 2026 is approximately 94% and the Chronic Absenteeism rate is approximately 13%. PBIS training, SARTs, SARBs, and home visits will be increased by 15% at each site. Funding will be allocated for expenditures for mileage related to home visits. Training time for office staff with the Director of Student Support Services on minimum days will be scheduled. Update: The director was hired in October, 2025 and supports Action 3 and Action 4.</p>	<p>California Healthy Kids Survey Chronic absenteeism rate Attendance rate Graduation rate Suspension and expulsion rate</p>
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- 50% rate their school performance as average, with 18% considering themselves among the best students.
- 54% did not miss any school days in the past 30 days, but 13% missed three or more days.
- Students generally perceive their school environment positively, with high ratings for discipline clarity and respectful treatment

The graduation rate for the 2024-25 school year is 94.5%.

EL graduation rate 2024-25: 90.9%

SED graduation rate 2024-25: 93.1%

The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%.

2025-26 EL suspension rate 2.43%

2025-26 SWD suspension rate 3.25%

2025-26 SED suspension rate 2.16%

2025-26 Foster suspension rate 7.32%

The projected attendance rate for the 2025-2026 school year is 94.45%

The projected chronic absentee rate for the 2025-2026 school year is 14.39%

Chronic Absenteeism 2025-26 (EL's) 19.23%

Chronic Absenteeism 2025-26 (SED) 18.15%

<p>Goal 3, Action 5</p>	<p>Action: At Promise Student Monitoring Needs: The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Although the number of students participating in CTE pathways increased significantly over the past three years, the number decreased slightly from last year to this year. Moreover, the percentage of English learners participating remained low. The graduation rate for the 2023-24 school year is 94.3% EL graduation rate 2023-24: 83.3% 2023 CAASPP ELA (baseline): 52.1% of students met or exceeded the standard; 0.4 points above the standard (DFS) English Learners: 16.1% of students met or exceeded the standard Socioeconomically Disadvantaged: 44% of students met or exceeded the standard Students with Disabilities (SPED): 22% of students met or exceeded the standard 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard). 2023 CAASPP Math (baseline): 38.9% of students met or exceeded the standard English Learners: 29.2% of students met or</p>	<p>To address these needs, we will provide assistant principals who will directly support students to ensure academic success, sense of belonging and safety, engagement in learning, and successful pathways towards college and career. These actions will create an opportunity to improve the student achievement, wellness and engagement of unduplicated students through the effective oversight and implementation of programs and resources that address specific needs. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement, wellness and engagement. Update: Assistant Principal staffing will be amended to reflect only one at the middle school due to consolidation (MUSD is consolidating two middle schools to one and sixth grade has been moved to develop a TK-6 model).</p>	<p>Graduation rate CAASPP ELA and Math A-G completion rate California Healthy Kids Survey</p>
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	<p>exceeded the standard Socioeconomically Disadvantaged: 29% of students met or exceeded the standard Students with Disabilities (SPED): 14% of students met or exceeded the standard 2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).</p>		
<p>Goal 3, Action 6</p>	<p>Action: NGSS Support Needs: On the 2022-23 California Science Test (CAST baseline), only 36.7% of students met or exceeded the standard. Feedback from educational partners emphasized the need for supplemental, hands-on science learning experiences for students, which have been especially beneficial for English learners, low income students, and students in foster care. 24- 2025 California Science Test (CAST): All Students: 32.66% Met or exceeded the standards. (1 Red, 2 Orange, 3 Yellow, 2 Green, 2 Blue). English Language Learners: 2.81% students met or exceeded the standard Socioeconomically Disadvantaged: 22.34%</p>	<p>To address this need, we will provide students in K-8 with NGSS hands-on supplemental programs and materials that support student learning and engagement with NGSS-based science. These supplemental programs are especially beneficial for English learners and low income students who might not otherwise have background knowledge and experience with science related activities. These actions will create an opportunity to improve the student learning, engagement, and achievement in science, with particular benefits for unduplicated students. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all student achievement, wellness and engagement.</p>	<p>Percentage of students who meet or exceed the standard on the California Science Test (CAST)</p>

<p>Goal 3, Action 7</p>	<p>Action: AP Testing Support Needs: Although participation in Advanced Placement courses has increased, the number of ELs and low income students who participate is lower than the overall average. Feedback from our educational partners emphasized the importance of increasing the access that unduplicated students have to advanced placement courses and exams. The AP passage rate in 2023 was 56.48%. (data from College Board) EL student passage rate: 49% SED student passage rate: 54% (data from College Board)</p>	<p>To address this need, MUSD will cover all AP exam costs, removing financial barriers to access and equity. This action is especially important for low income students who might not otherwise have the opportunity to take the AP exam. These actions will create an opportunity to improve unduplicated students' access to AP courses and exams by removing financial barriers. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students.</p>	<p>Advanced Placement course enrollment Advanced Placement exam passing rates</p>
<p>Goal 3, Action 8</p>	<p>Action: AVID Program and Tutoring Needs: Although graduation rates have remained relatively high (94% in 2024), the percentage of students who are expected to complete A-G requirements decreased from 60% to 40% in the current year. Feedback from educational partners has emphasized the need for programs to support successful college and career preparedness. In particular, educational partners have been in favor of providing AVID programs and tutoring. 12th grade students in the 2024-25 school year completed A-G requirements at the following rates: All students who met UC/CSU A-G requirements: 51.9% Students with Disabilities (SWD) who met UC/CSU A-G requirements: 11% English Language Learners (EL) who met UC/CSU A-G requirements: 33% Socioeconomically Disadvantaged (SED) students who met UC/CSU A-G requirements: 47.5%</p>	<p>To address this need, we will provide AVID programs to support students in grades 7-12 with the goal of overcoming obstacles and achieving success. Students who participate in AVID graduate and attend college at higher rates. This action will create an opportunity to improve unduplicated students' access to successful college and career pathways through AVID programs and AVID tutoring. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students.</p>	<p>A-G completion rates Graduation rate</p>

<p>Goal 3, Action 9</p>	<p>Action: School Climate and Culture (PBIS) Needs: Positive Behavior Intervention and Supports Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year. Feedback from educational partners highlights the importance of building safe and inclusive school cultures. In particular, educational partners have been in favor of continuing the Monrovia Elementary Olympics, and building upon our PBIS programs. Feedback from educational partners emphasized the importance of providing support for students' social-emotional well-being. The Wellness Center and related programs have been highlighted by educational partners as providing valuable services for our unduplicated students. The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SWD suspension rate 3.25% 2025-26 SED suspension rate 2.16% 2025-26 Foster suspension rate 7.32%</p>	<p>To address this need, we will provide a district-wide PBIS program to help create a sense of belonging, safety, and positive culture at all school sites. This PBIS action is implemented LEA wide to establish a systemic model of positive behavior intervention and supports. The Monrovia Elementary Olympics (MEOs) offer district wide track, field and team events to encourage students an opportunity to participate in healthy programs, build school spirit and positive morale. These actions are especially important for students who are English learners, low income, or in foster care, who might not otherwise have opportunities to feel a sense of belonging, connection, and safety. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students. Update: Each site re-assembled Positive Behavior Intervention and Supports teams and conducted a Tiered Fidelity Inventory process and applied for PBIS recognition status.</p>	<p>California Healthy Kids Survey Suspension and expulsion rates</p>
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<p>Goal 3, Action 10</p>	<p>Identified Need: Wellness Center and Programs Needs: Parents, teachers, and staff continue to emphasize the importance of providing social-emotional learning and support for students. The percentage of students who participate in counseling services remains high. The percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners emphasized the importance of providing support for students' social-emotional well-being. The Wellness Center and related programs have been highlighted by educational partners as providing valuable services for our unduplicated students.</p> <p>The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%.</p> <p>2025-26 EL suspension rate 2.43%</p> <p>2025-26 SWD suspension rate 3.25%</p> <p>2025-26 SED suspension rate 2.16%</p> <p>2025-26 Foster suspension rate 7.32%</p> <p>The projected attendance rate for the 2025-2026 school year: 94.45%</p> <p>The projected chronic absentee rate for the 2025-2026 school year is = 14.39%</p> <p>Chronic Absenteeism 2025-26 (EL's) 19.23%</p> <p>Chronic Absenteeism 2025-26 (SED) 18.15%</p> <p>According to the 2025-26 California Healthy Kids Survey:</p> <p>Elementary students: 71.3% felt connected, 77.3% felt safe</p> <p>Elementary EL students: 72% felt connected; 72% felt safe</p> <p>Secondary students: 59.5% felt connected, 69% felt safe</p> <p>Secondary EL students: 50% felt connected, 60% felt safe</p>	<p>To address this need, we will support the Wellness Center at the high school which will provide students with counseling, mental health resources, and opportunities to build healthy relationships with peers. This action is especially important for low income students and students in foster care, a significant percentage of whom have sought out social-emotional support. This action will create an opportunity to improve students' social-emotional well-being through services provided by the Wellness Center. Although this action is principally directed at unduplicated students, it is being provided on a school-wide basis to maximize the impact on all students at the high school.</p>	<p>California Healthy Kids Survey Suspension and expulsion rates</p>
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Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe		
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<p>Goal 3, Action 11</p>	<p>Action: Femeiner Program Needs: On the 2022-23 California Science Test (CAST), only 36.7% of students met or exceeded the standard. 24- 2025 California Science Test (CAST): All Students: 32.66% Met or exceeded the standards. (1 Red, 2 Orange, 3 Yellow, 2 Green, 2 Blue). English Language Learners: 2.81% students met or exceeded the standard Socioeconomically Disadvantaged: 22.34% Educational partner feedback has emphasized the importance of providing high-interest, hands-on STEM experiences for unduplicated students. In particular, the Femeiner program has had a significant impact on students' interest in engineering and coding, and educational partners expressed an interest in building upon this program. 2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard).</p> <p>2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard). English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard).</p>	<p>To address this need, the Femeiner program is provided for students in elementary and middle school. Students who participate in the Femeiner program are encouraged and motivated to pursue studies in science, technology, engineering, and math; moreover, students are more likely to feel engaged in their learning and achieve at higher levels in math and science. This action is especially important for students who are English learners, low income, or in foster care, who might not otherwise have opportunities to participate in high-interest STEM programs like Femeiner. This action will create an opportunity to improve students' engagement, learning, and achievement in science and other STEM fields, through participation in the Femeiner program. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students' interest and achievement in STEM.</p>	<p>CAST results CAASPP math results Chronic absenteeism rate California Healthy Kids Survey</p>
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<p>Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard). According to the 2025-26 California Healthy Kids Survey:</p> <p>Elementary students: 71.3% felt connected, 77.3% felt safe</p> <p>Elementary EL students: 72% felt connected; 72% felt safe</p> <p>Secondary students: 59.5% felt connected, 69% felt safe</p> <p>Secondary EL students: 50% felt connected, 60% felt safe</p> <p>Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe</p> <p>Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe</p>		
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<p>Goal 4, Action 1</p>	<p>Action: 21st Century Learning Needs: The academic achievement of English learners and low income students remains below the overall average in ELA. Performance in math remains low for several student subgroups, including English learners and low income students.</p> <p>52.1% of English learners made progress toward English language proficiency according to the 2025 English Learner Progress Indicator (ELPI). Feedback from our educational partners emphasized the importance of providing unduplicated students with access to educational technology programs. Moreover, educational partners emphasized the importance of utilizing technology to better connect students and families with school and district resources.</p> <p>2025 CAASPP ELA All Students: 54.79 % of students met or exceeded the standard. 10.7 points above standards (Green on dashboard). English Learners: 15.26% M/E standard. 51.1 points below standard. Declined by 5.8 points (Orange on dashboard). Socioeconomically Disadvantaged: 43.74% M/E standard. 18.5 points below standard. Increased by 3.3 points (Yellow on dashboard). Student with Disabilities (SPED): 12.3% Met or exceeded the standard. 101.5 points below standard. Decreased by 14.6 points (Red on dashboard).</p> <p>2025 CAASPP Math: All Students: 37.30% met or exceeded the standard. 29.6 points below. Increased by 5.9 points (Yellow on dashboard).</p>	<p>To address these needs, educational technology programs and for the effective maintenance of the 1-to-1 technology devices will be provided.</p> <p>This action enables students to access personalized learning platforms, intervention, online tutoring, and supplemental instructional support both at school and at home.</p> <p>This action will create an opportunity to improve students' learning and achievement through participation in educational technology programs provided both at school and at home.</p> <p>Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students' academic achievement.</p>	<p>CAASPP ELA and Math i-Ready ELA and Math ELPI</p>
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<p>English Learners: 13.78% met or exceeded the standard. 77 points below standard. Increased by 8 points (Yellow on dashboard). Socioeconomically Disadvantaged: 30.28% met or exceeded the standard. 61.7 points below standard. Increased by 4.4 points (Yellow on dashboard). Students with Disabilities (SPED): 10.06 % met or exceeded the standard. 134.3 points below standard. Decreased by 12.1 points (Red on dashboard).</p>		
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<p>Goal 4, Action 2</p>	<p>Action: Student, Family, and Community Engagement Needs: Parents have expressed that feeling connected to their child's school is a high priority. Moreover, the percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners has emphasized the importance of maintaining consistent and clear communication between the schools and families at home. Furthermore, educational partners have expressed significant appreciation of the communication provided by our Public Information Officer.</p> <p>According to the 2025-26 California Healthy Kids Survey: Elementary students: 71.3% felt connected, 77.3% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary students: 59.5% felt connected, 69% felt safe Secondary EL students: 50% felt connected, 60% felt safe Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe Staff Responses: 46% felt connected (engaged) campuses; 50% felt campuses are safe</p>	<p>To address these needs, we will provide a Public Information Officer to maintain consistent communication with students, families, and the community about all that is going on in our schools. This action also highlights the success stories in our district, strengthening students' sense of connection, pride, and engagement with their schools. This action will create an opportunity to improve students' sense of connection to schools, and increase parent and family engagement through successful communication systems. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.</p> <p>Update: Expansion of an events coordinator to support district office and family, community events was established. While communication was indicated as a strong trait in our stakeholder input, actual engagement was requested to improve.</p>	<p>California Healthy Kids Survey LCAP Survey</p>
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<p>Goal 4, Action 3</p>	<p>Action: Positive Community Connections Needs: Parents and students have expressed that feeling connected to the school and the community is a high priority. Moreover, the percentage of students at the middle and high schools who feel a sense of connection and safety declined from the prior school year.</p> <p>Feedback from educational partners has emphasized the need to build connections between unduplicated students and the community. In particular, educational partners have expressed appreciation for our partnership with the Monrovia Police Department through our School Resource Officer program.</p> <p>The 2025-2026 projected suspension rate is 1.62% and the projected expulsion rate is 0%. 2025-26 EL suspension rate 2.43% 2025-26 SWD suspension rate 3.25% 2025-26 SED suspension rate 2.16% 2025-26 Foster suspension rate 7.32% According to the 2025-26 California Healthy Kids Survey: Elementary students: 71.3% felt connected, 77.3% felt safe Elementary EL students: 72% felt connected; 72% felt safe Secondary students: 59.5% felt connected, 69% felt safe Secondary EL students: 50% felt connected, 60% felt safe Parent Responses: 64% felt connected (engaged) campuses; 37% felt campuses are safe Staff Responses: 46% felt connected (engaged)</p>	<p>To address these needs, we will partner with the Monrovia Police Department to provide a School Resource Officer, strengthening confidence in the safety in our schools and in our community, and building a sense of connection and pride in our schools.</p> <p>This action will create an opportunity to improve students' sense of connection and safety at school and in the community. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.</p> <p>Update: In coordination with our Student Support Services Director, a consistent schedule of outreach and home visits have been established for ongoing support and follow up with families in need.</p>	<p>Suspension and expulsion rates California Healthy Kids Survey LCAP survey</p>
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	<p>campuses; 50% felt campuses are safe</p> <p>The projected attendance rate for the 2025-2026 school year: 94.45%</p> <p>The projected chronic absentee rate for the 2025-2026 school year is = 14.39%</p> <p>Chronic Absenteeism 2025-26 (EL's) 19.23%</p> <p>Chronic Absenteeism 2025-26 (SED) 18.15%</p>		
Goal 5, Action 1	<p>Action: By the end of the 2025-26 school year, MUSD will increase the academic achievement of the students in the equity multiplier schools (Canyon Oaks, Mountain Park) to 50% meeting or exceeding standards as measured by the CA Assessment of Student Performance and Progress. This will be accomplished by providing comprehensive support and resources including the implementation of intervention support staff, tutoring, staff development, and parent workshops.</p> <p>Needs:</p> <p>2024-25 CAASPP Math:</p> <p>Canyon Oaks High School:</p> <p>All Students: 7.14% met or exceeded the standard</p> <p>Mountain Park School:</p> <p>All Students: 13.33% met or exceeded the standard</p> <p>Feedback from educational partners expressed a need for increased support and intervention options to both distance learners and in person learners at our alternative sites.</p>	<p>To address these needs, A digital platform for students to access core subject materials, elective options and credit recovery. This digital program provides supplemental instruction, resource links, benchmark assessments and allows for a hybrid of online and in-person instructional settings. These actions will create an opportunity to improve student academic achievement. Although this action is principally directed at unduplicated students, it is being provided on an LEA-wide basis to maximize the impact on all students and families.</p>	CAASPP Math
Goal 5, Action 2	<p>Action: Provides additional support, intervention and tutoring for all at risk students at Canyon Oaks High School</p> <p>Needs: Average daily attendance is falling below district average and not meeting district-wide goals</p> <p>Feedback from educational partners expressed a need for increased support and intervention options to both distance learners and in person learners at our alternative sites.</p> <p>Average Daily Attendance</p> <p>2025-26 Canyon Oaks: 58%</p>	<p>To address these needs, this action provides additional support, intervention, outreach and tutoring for all at risk students at Canyon Oaks High School</p> <p>These actions will provide staffing for inter-personal outreach and intervention to support student attendance and engagement</p>	Average Daily Attendance

Goal 5, Action 3	<p>Action: Provides additional support, intervention and tutoring for all at risk students at Mountain Park School</p> <p>Needs: Average daily attendance is falling below district average and not meeting district-wide goals</p> <p>Feedback from educational partners expressed a need for increased support and intervention options to both distance learners and in person learners at our alternative sites.</p> <p>Average Daily Attendance 2025-26 ADA Mountain Park: 100%</p>	<p>To address these needs, this action provides additional support, intervention and tutoring for all at risk students at Mountain Park School</p> <p>These actions will provide staffing for inter-personal outreach and intervention to support student attendance and engagement</p>	Average Daily Attendance
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Insert or delete rows, as necessary.

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
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

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

Additional Concentration Grant Funding

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

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

The additional staff support are aligned with the following LCAP Goals and Actions: Goal 1, Actions 1 and 8

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary Schools: 25.5 Middle Schools: N/A High Schools: N/A	Elementary Schools: 21.9 Middle Schools: N/A High Schools: N/A
Staff-to-student ratio of certificated staff providing direct services to students	Elementary Schools: 24.0 Middle Schools: N/A High Schools: N/A	Elementary Schools: 21.1 Middle Schools: N/A High Schools: N/A