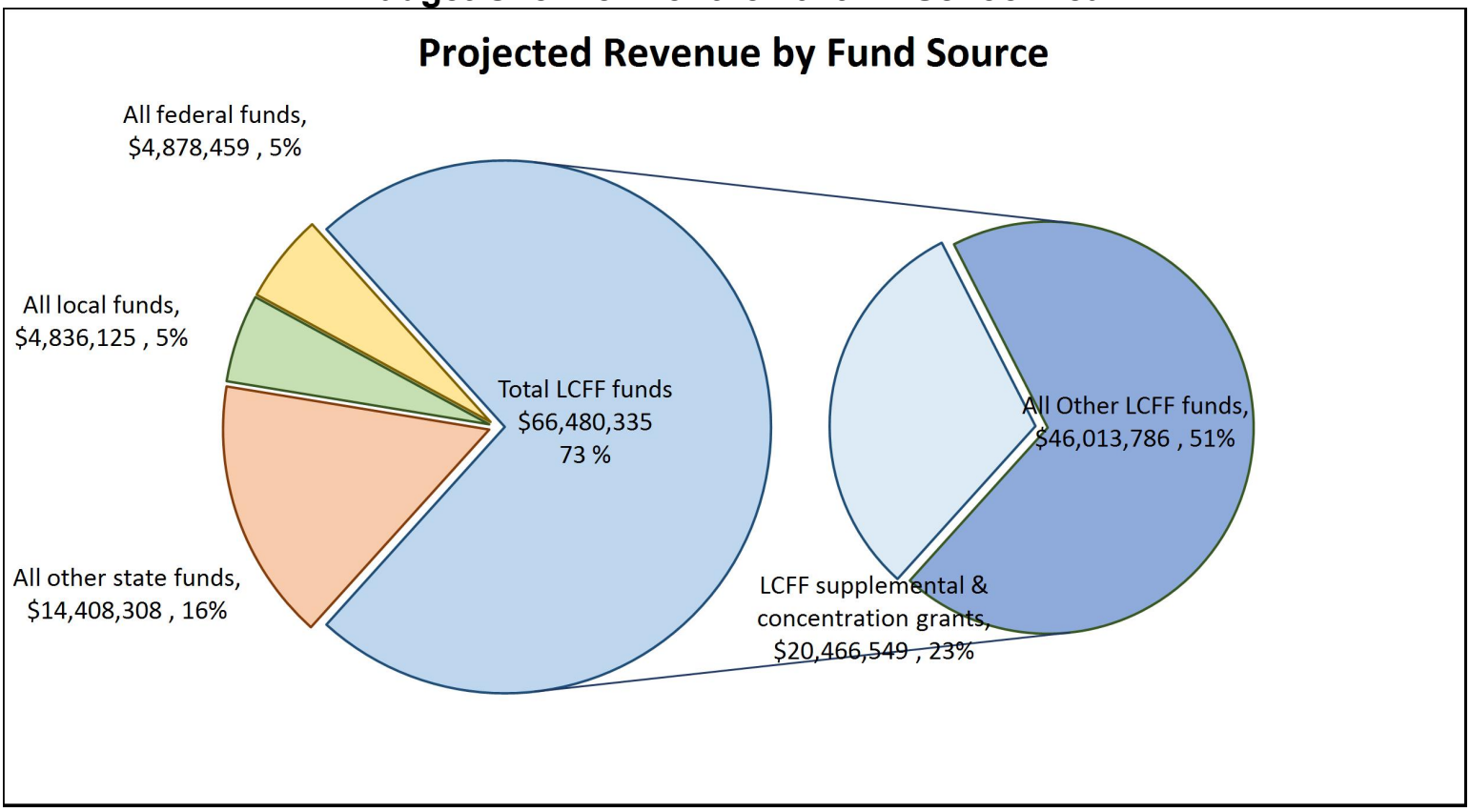
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mendota Unified School District
CDS Code: 10-75127
School Year: 2026-27
LEA contact information:
Jose M. Ochoa
Director of State & Federal Programs
projects@mendotaschools.org
(559) 655-2503

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

Budget Overview for the 2026-27 School Year

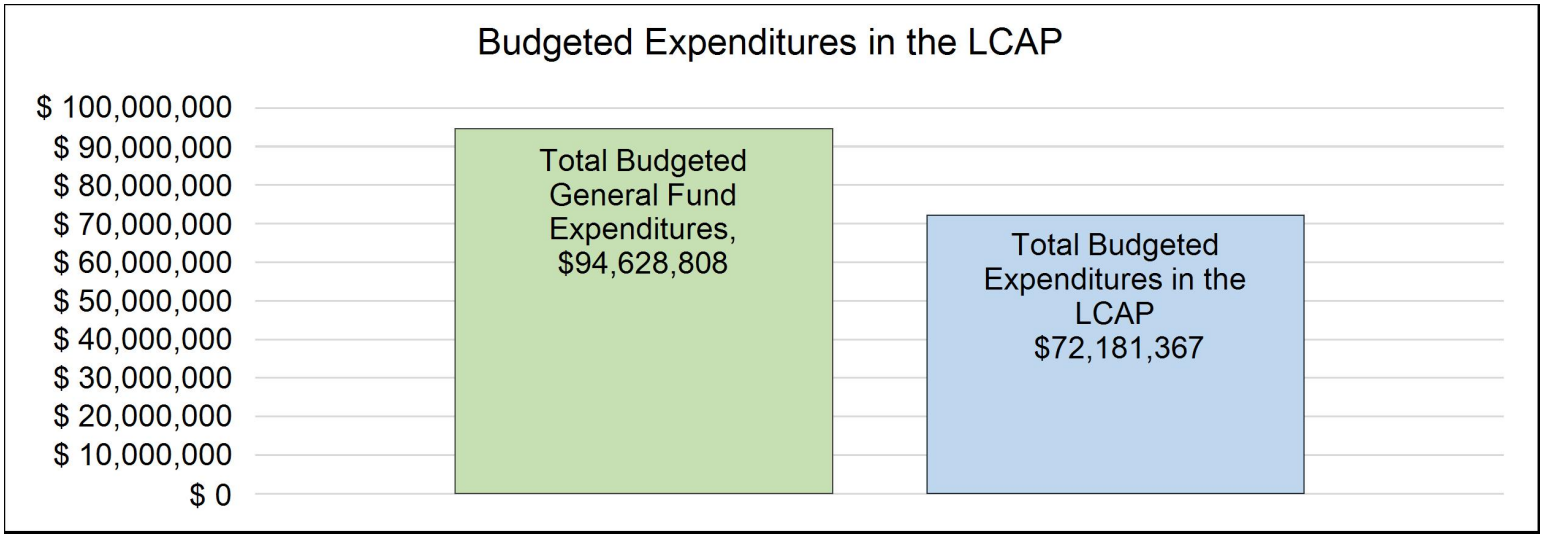


This chart shows the total general purpose revenue Mendota Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mendota Unified School District is $90,603,227, of which $66,480,335 is Local Control Funding Formula (LCFF), $14,408,308 is other state funds, $4,836,125 is local funds, and $4,878,459 is federal funds. Of the $66,480,335 in LCFF Funds, $20,466,549 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mendota Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mendota Unified School District plans to spend $94,628,808 for the 2026-27 school year. Of that amount, $72,181,367 is tied to actions/services in the LCAP and $22,447,441 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

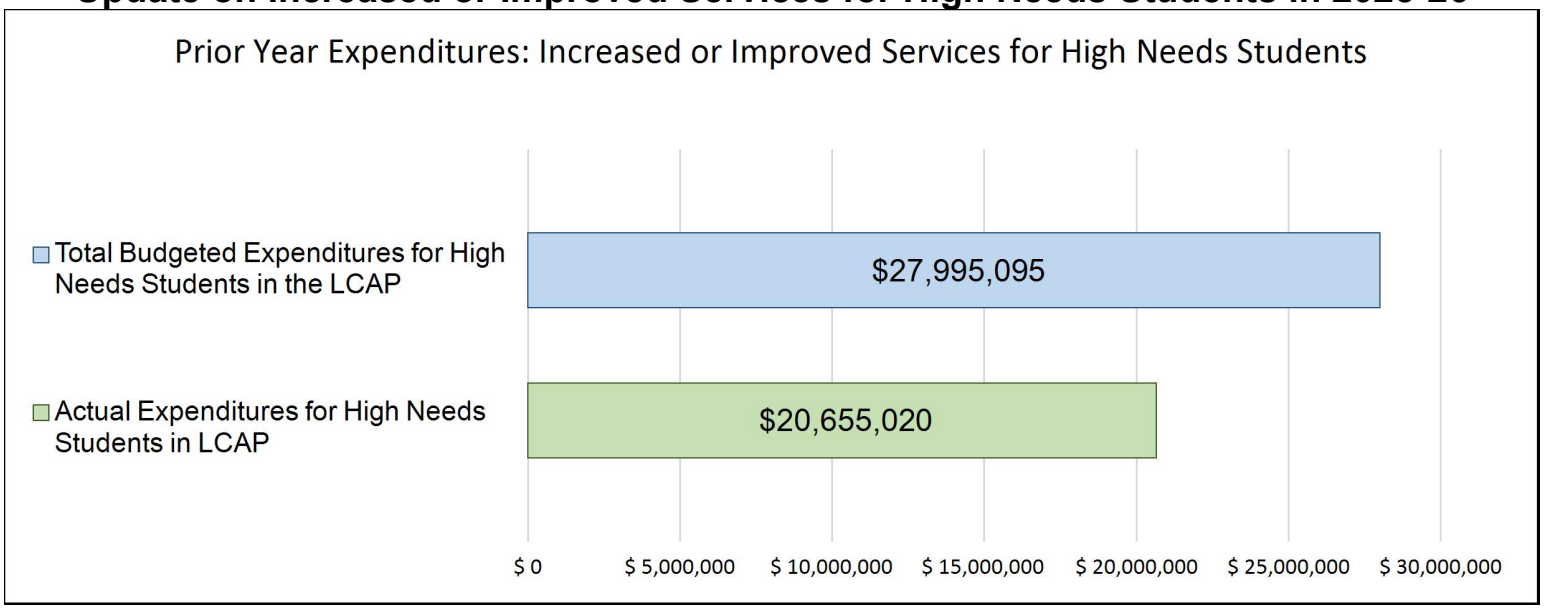
In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance and activities.

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

In 2026-27, Mendota Unified School District is projecting it will receive $20,466,549 based on the enrollment of Foster Youth, English learner, and low-income students. Mendota Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mendota Unified School District plans to spend $27,418,444 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Mendota Unified School District's LCAP budgeted $27,995,095 for planned actions to increase or improve services for high needs students. Mendota Unified School District actually spent $20,655,020 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,340,075 had the following impact on Mendota Unified School District's ability to increase or improve services for high needs students:

Actual expenditures were less than the total budgeted due to the fact that the district had the availability of other state and federal funding sources. Therefore, some of the actions and services that were designed to increase or improve services for high needs students in 2025-26 were implemented using other district revenues. The difference in budgeted expenditures and actual expenditures for High Needs Students did not have an impact on the actions and services because they were still carried out as planned.

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
Mendota Unified School District	Jose M. Ochoa Director of State & Federal Programs	projects@mendotaschools.org (559) 655-2503 (559) 655-2503

Plan Summary [2026-27]

General Information

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

Mendota California is a small rural community located on the western side of Fresno county with a population of approximately 13,000. California's drought situation has impacted the community. What once use to be a thriving farming community is now a resilient community that is less dependent on the farming industry; therefore, Mendota has become a part of the movement that includes technology and green energy. Years ago, people migrating to Mendota were primarily coming from Mexico in search of a better life through the agriculture industry. Trends now indicate that more families are migrating to Mendota from Central America in search of an opportunity to commence a new beginning. This immigration trend has made the City of Mendota a culturally rich community.

The Mendota Unified School District serves approximately 3,900 students. Ninety-eight percent are Hispanic and between 95% to 100% of the students are socially-economically-disadvantaged. Approximately 55.6% of the students are classified as English Learners and in 2025/26 12% of the district's English Learners were considered "long-term" English Learners (6+ years as an English Learner). Currently the district has less than 5 Foster Youths and 6% of the total student population is considered Homeless. A total of 7 schools serve these students: Washington Elementary School (TK-1), Mendota Elementary School (K-6), McCabe Elementary School (2-6), Mendota Junior High School (7-8), Mendota High School (9-12), Mendota Continuation School (9-12), and Mendota Community Day School (6-12). Student safety and academic achievement along with providing many opportunities for continued growth and engagement for students and educational partners are district priorities. Hiring practices for the district reflect the needs of the students. Providing highly qualified staff at all levels is at the core of the district's mission.

Approximately seven percent (7%) of the district's student population is identified as Title III Immigrant students—defined as students who were not born in the United States and who have attended U.S. schools for fewer than three years. A significant number of these students enroll at the secondary level with limited or no formal prior schooling and without transferable high school credits. To address these needs, the district has implemented a newcomer program that provides intensive academic, linguistic, and social-emotional supports while ensuring access to core instructional programs. Despite these supports, newcomer students who enroll as 11th- or 12th-grade students face significant challenges in meeting the district's 250-credit graduation requirement within their cohort timeline. The implementation of Assembly Bill (AB) 2121 allows the district to waive certain local graduation requirements for eligible newcomer students, which may reduce barriers to graduation. However, even with waivers in place, successful completion of graduation requirements remains dependent on consistent academic performance and other factors that may impact student progress. As the Mendota community continues to attract immigrant families, the district anticipates ongoing enrollment of newcomer students. The district acknowledges this as an area of need and remains committed to providing targeted supports, instructional interventions, and equitable access to programs that promote academic growth, credit attainment, and postsecondary readiness for newcomer students.

The city of Mendota attracts new migrant and immigrant families because of its location and the possibilities (employment and shelter). Due to this, Mendota has always been known and recognized as a town that can be a good start for migrant and immigrant families. The housing situation in Mendota has improved over the past couple of years with many new homes having been built. Unfortunately, due to economic hardship many of the new families are only able to find an affordable place to live with another family or families. Consequently, school-age children living in these conditions are considered homeless. Currently, approximately seven percent of the students enrolled in the district are classified as homeless and four percent of the high school's student population is considered to be homeless. Many of the homeless students are also classified as Immigrant students. It is important to note that these students are faced with both academic challenges (language & and no prior schooling) and social/emotional challenges (homelife & stability) and for this reason many of the services found within this plan are written with the intent to improve on the performance of this subgroup.

Update for 2026-27 school year:
The Local Control Funding Formula (LCFF) Equity Multiplier is intended to provide additional funding to school districts for allocation to school sites that meet specific eligibility criteria, including a prior-year non-stability rate greater than 25 percent and a prior-year socioeconomically disadvantaged pupil rate greater than 70 percent.

The 2024–25 non-stability rate data indicated that Mendota Unified School District did not have any new schools qualifying to receive Equity Multiplier funding. The schools receiving the funding continued to be Washington Elementary, Mendota Continuation, and Mendota Community Day.

For the 2026-27 school year, these three schools (Washington Elementary, Mendota Continuation High School, and Mendota Community Day School) will continue implementing their previously established Equity Multiplier goals and actions to support student outcomes and address identified needs.

Reflections: Annual Performance

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

Mendota Unified School District uses the California Schools Dashboard to monitor student progress and measure academic success. As a district, no indicator on the 2025 dashboard is in the red level. An analysis of the 2024–2025 performance data reflects overall positive trends across multiple state and local indicators. Notable gains were observed in the College/Career Indicator (CCI), Graduation Rate, Chronic Absenteeism, Suspension Rates, and academic achievement in English Language Arts and Mathematics for most student groups. Despite these improvements, persistent challenges remain among specific high-need subgroups, particularly Students with Disabilities, Long-Term English Learners, and Homeless Youth. These outcomes highlight the continued need for targeted, differentiated supports and strategic interventions to ensure equitable access, improved outcomes, and sustained progress for all students.

To continue with the current progress and gains, the district will continue to implement the state standards and ensure that all students have access to standards aligned curriculum. According to the state-provided "self-assessment" tool, the district is fully implementing the state standards and educational partners indicate that the district is also providing instructional support for staff as needed to implement the standards aligned curriculum. Ensuring that teachers have access to resources, support, and professional development for proper and data-driven execution of instructional practices has been and will continue to be the focus for improvement in the 2026/27 LCAP (Goal #1 actions 1 and 11, Goal #2 action 2, and Goal #3 action 6). Setting up systems, practices, and protocols, for staff to follow and ensuring that this is being implemented effectively has been and will continue to be a priority for the district.

English Language Arts (ELA)
ELA achievement improved for most groups, with All Students increasing from –40.1 to –35.6, moving from Orange to Yellow. English Learners and Socioeconomically Disadvantaged students showed positive movement toward standard. Long-Term English Learners improved substantially but remained in Orange, while Homeless Youth declined further into the Red level. Students with Disabilities maintained performance but continued to perform well below standard, indicating that while some academic supports are effective, intensified, specialized literacy interventions are still needed.

Mathematics
Mathematics results show incremental improvement for All Students (–80.0 to –75.7), with similar gains among English Learners and Socioeconomically Disadvantaged students. However, Homeless Youth, Long-Term English Learners, and Students with Disabilities experienced declines, with several groups remaining in or worsening within the Red performance level. These trends underscore the need for targeted math intervention, instructional scaffolding, and progress monitoring, particularly for students with the greatest academic gaps.

English Learner Progress Indicator (ELPI)
Approximately 55.6% of the district’s student population is identified as English Learners (ELs). The 2025 California School Dashboard indicates a 4.1 percentage point decline in ELPI performance, underscoring the continued need for focused and strategic support for this student group. As a result, English Learner academic progress will remain a major priority in the 2026–27 LCAP, with district and site leadership maintaining EL achievement as a central area of focus. Response to Intervention (RTI) for grades K–6 has been an ongoing LCAP action and will continue to serve as a foundational strategy for addressing EL academic needs. To strengthen the impact of RTI across all schools—particularly at the secondary level—the district’s Director of Curriculum and Instruction (Goal #1 action 11) will collaborate closely with site leadership to develop targeted action plans and provide ongoing guidance informed by student performance

data. This focus is critical, as district data indicate that the most significant declines in EL progress are occurring in grades 7–12. Additionally, 12.9% of the district's English Learner population is identified as Long-Term English Learners (LTELs). Continued investment in and refinement of the RTI framework is expected to support earlier intervention, improve language acquisition outcomes, and ultimately reduce the number of LTELs at the secondary level. Beyond elementary RTI improvements, the district will conduct specific data analyses focused on LTELs and newcomer students to better understand and address the distinct instructional and linguistic needs of these subgroups. The actions outlined in Goal 1 (Actions 5, 9, and 12) and Goal 3 (Action 5) of the LCAP are designed to directly address these needs by strengthening instructional practices, improving targeted interventions, and ensuring more coherent supports for English Learners across all grade spans.

Graduation Rate
Graduation rates reflect one of the strongest areas of growth. All Students increased significantly from 84.5% to 91.8%, advancing from Green to Blue. English Learners, Homeless Youth, Long-Term English Learners, and Socioeconomically Disadvantaged students all demonstrated significant increases, with many reaching Blue performance levels. Students with Disabilities also improved, though they remain below other groups, indicating progress with continued need for enhanced transition and credit-recovery support. In addition, a closer look at graduation cohort data exposes that "newcomer" students are not graduating because they enter the cohort late (grades 10 or above). For these students, mathematically, it is almost impossible to achieve graduation status. Despite this challenge the district has and will continue to provide services for these students (Goal #1 actions 6, 8, & 9). Other metrics that are impacted by this challenge are high school dropout, CTE completion rate, A-G, CTE & A-G completion rate and lastly the dashboard's college and career indicator. These students present a big challenge because many of them are immigrating to this country with the intention of coming to work and not to attend school. They enroll in school only because they are obligated by immigration. Fortunately, once in the school district, they are provided with resources, services, and opportunities to help them get ahead.

College and Career Indicator (CCI)
CCI results demonstrate overall improvement across most student groups. All Students increased from 44.6% to 47.3%, moving from Yellow to Green, reflecting stronger postsecondary readiness. English Learners also showed an increase, though remained in Yellow, indicating continued need for career pathway alignment and A–G completion support. Homeless Youth improved from Orange to Yellow, while Long-Term English Learners maintained performance. Educational partner feedback indicates the desire to continue to support actions associated with this indicator. Therefore, Goal #2, Actions 1, 8, 9, and 11 of the 2026–27 LCAP will continue to be implemented and strengthened to directly address the identified performance gaps and support sustained growth in this area.

Chronic Absenteeism
Chronic absenteeism showed significant overall improvement, with All Students declining from 12.1% to 9.3%, shifting from Yellow to Green. English Learners, Homeless Youth, and Socioeconomically Disadvantaged students all demonstrated meaningful declines, many reaching the Green performance level. However, Long-Term English Learners experienced an increase (18.5% to 20.4%) and shifted to Red, signaling a need for more targeted attendance interventions. Students with Disabilities, while improved, remained in Yellow, indicating progress but ongoing concern. Moving forward, this information will be shared with the attendance teams at the site level to ensure a more targeted and focused approach for these subgroups that have demonstrated an increase in this area. Goal #2 actions 5, 10, and 12 of the 2026/27 LCAP will continue to support these efforts.

Suspension Rate

Suspension rates declined significantly for All Students (6.9% to 4.8%) and for most subgroups, reflecting improved implementation of restorative practices and positive behavior supports. These efforts will continue to be supported in the 2026/27 LCAP under goal #2 action 6.

Safety is a district priority and the district continues to make improvements in this area. School Resource Officers will continue to be a part of the 2026/27 plan. Professional development for staff in this area will continue to increase to ensure awareness and proper implementation of safety protocols and procedures. School sites will continue to conduct a minimum of six lockdown drills per school year. A "Threat Assessment System" has been developed and staff will continue to receive district support to ensure proper implementation. Districtwide, improvements to existing surveillance equipment will continue to be made. Lastly, the district has partnered with Raptor Technologies to develop an emergency management system that uses up-to-date technology to keep all educational partners who need to know informed and aware of emergency developments along with providing a digital platform for the district's reunification plan. For the 2026-27 school year, the district will continue to hold the safety of all as a priority and continue to support initiatives in this area as evidenced in goal #2 action 6 (Safe School Environment).

MUSD always strives to provide our students and community with the best. In order to accomplish this, the district continues to ensure that all facilities and grounds are maintained and updated in an effort to improve or expand on current offerings. A tour of all the district's campuses will reveal that all school sites are well maintained and in good condition. The state department's "facility inspection tool" is used to determine this. School level results of the inspection tool can be found within each school site's School Accountability Report Card (SARC). All SARCs can be found online at www.musdaztecs.com. Details of continued growth and improvement in this area can be found within goal #2 action 11 of this plan.

Other areas of great progress within the school district that have been highlighted by our educational partners during progress meetings include (1) improvements in technology, (2) expansion of our elementary music offerings, and (3) improvements and gains in the areas of mental health and Social-Emotional Learning. With regards to technology, MUSD is always looking to be able to provide the students and staff with the most updated available methods of teaching and learning. So, maintaining internet connectivity and the Google Schools initiative is a priority. This along with constantly monitoring the technology infrastructure to ensure that the best services are available will remain in the 2026/27 LCAP (Goal 1 actions #2 and #6 and Goal 2 action 1). Feedback from our educational partners continues to support music programs in the elementary level; therefore, the district will continue to support the fine arts programs in the 2026/27 LCAP (Goal #2 action 9). Lastly, the district has made huge strides in the areas of mental health supports and social-emotional learning and according to the annual LCFF/LCAP educational partner survey it is recognized. Previously the district was able to hire an additional psychologist, a behavior specialist, and provide professional development to staff in this area. Recognizing the need and the request of our educational partners, the district will continue to make mental health and social-emotional learning a priority. The 2026/27 LCAP will have specific actions ensuring that this will continue (Goal #2 action 5).

2024-25 LCAP
Based on 2023 dashboard data, Mendota Unified School District has three schools that received the lowest performance level on one or more state indicators. The schools are as follows: (1) Mendota Elementary School - English Learner Progress Indicator, (2) Mendota Junior High School - Suspension, and (3) Mendota High School - Suspension. The high school's suspension rate increased by 3.3% and the junior high school's suspension rate increased by 5%. To decrease these rates, the district will continue to execute the "Safe School Environment" action. The components of this action will allow the school sites to take a more proactive approach towards deterrence. At Mendota Elementary School the EL progress indicator declined a total of 10.2%. A closer look at the data reveals that 39.8% of the students who

took the ELPAC maintained and did not grow. To address this, the students will first be identified and then provided with needed intervention (goal # 1 action 1.12 - English Learner Program Interventions and Supports).

At the district level, the English Learner subgroup was at the lowest performance level on the College and Career Indicator. To address this, the district will work with site leadership to identify potential flaws in the current system of monitoring and include a college and career tracking system to attain increased rates in this area. Part of this work includes ensuring that staff and students understand this metric and how students attain preparedness status. The development of a master schedule that has built in pathways to attain preparedness status will be crucial along with focused monitoring of the students as they advance through their 4 years at the high school. Furthermore, to ensure growth in this area, the district will look to maximize its offerings using technology. Unfortunately, it is recognized that many of our students (specifically our ELs and low-income) have limited access to technology outside of the school environment. Due to this, the district will continue to support this as demonstrated in goal #2 action 2.1.

The following are student groups at the LEA level that received the lowest performance level on one or more state indicators:
Graduation Rate: EL & Homeless
Suspension: SWD
CCI: EL

The following are schools that received the lowest performance level on one or more state indicators:
Mendota Elementary: ELPI
Mendota Junior High: Suspension
Mendota High School: Suspension

The following are student groups within the school sites that received the lowest performance level on one or more state indicators:

McCabe School (SWD) - ELA and Suspension
Mendota Junior High School (EL & SWD) - ELA and Math
Mendota Junior High School (EL, SWD, Hispanic, & SED) - Suspension
Mendota High School (EL) - ELA and Math
Mendota High School (EL, Homeless, Hispanic, & SED) - Suspension
MHS - ELs, Hisp, SWD, SED - Suspension

Learning Recovery and Emergency Block Grant
Mendota Unified School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2026–2027 school year. LREBG-funded actions are identified in Goal 1, Action 5 of the LCAP. The district's needs assessment, supported by findings from the 2024 and 2025 California School Dashboard and local data, continues to demonstrate areas of concern in English Language Arts and Mathematics achievement. A comprehensive review of both state and local data indicates a significant need for increased academic support among Socioeconomically Disadvantaged (SED) students district-wide. This action is designed to expand and improve access to consistent academic engagement and targeted instructional support. It directly addresses the need to provide structured interventions and additional learning opportunities to ensure students remain on track for grade-level progression and graduation. The planned use of LREBG funds aligns with allowable expenditures, including supporting students with ongoing access to instruction for credit-deficient pupils to

complete graduation or grade promotion requirements, increasing or improving pupils' college eligibility, and accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. Through the strategic use of remaining LREBG funds, the district aims to strengthen academic outcomes in ELA and Mathematics, particularly for SED students, while promoting equitable access to high-quality instructional opportunities district-wide.

Reflections: Technical Assistance

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

Mendota Unified School District is in Year Two of Differentiated Assistance (DA) following the 2024 Dashboard results, which identified Long-Term English Learners (LTELs) in the Red performance level in Suspension Rate and Academic Indicators (ELA and Mathematics).

In collaboration with the Fresno County Office of Education, the district began a comprehensive review of multiple data sets during Year One to determine potential root causes contributing to these outcomes. This work will continue and deepen in Year Two, with an ongoing focus on analyzing student performance trends, instructional practices, and support structures impacting Long-Term English Learners.

Through this continued analysis, the district has identified strengthening language development practices as the central focus of its improvement efforts. The intent of this work is to positively impact ELA and Mathematics SBAC performance for this subgroup by ensuring that English Learners receive systematic, high-quality language instruction across content areas.

During Year Two, the district will continue the development and implementation of a structured monitoring instrument designed to assist site and district leaders in tracking the progress of English Learners who are not demonstrating adequate annual growth, prior to becoming Long-Term English Learners. This proactive monitoring system will allow for early identification and timely intervention for students in need of additional support.

In addition, during year two, Mendota Junior High School is participating in the county's LTEL Academic Collaborative, which focuses on improving academic outcomes for Long-Term English Learners in SBAC ELA, the English Learner Progress Indicator on the California School Dashboard, and the ELPAC Summative Assessment. Data and student profiles have been reviewed to ensure comprehension of possible reasons/explanations of underperformance. Furthermore, practices, procedures, and systems of tracking and monitoring these students have been addressed. As a result of this collaborative work, a plan has been developed to sustain and expand these targeted efforts into the next school year.

By sustaining and refining this work in Year Two—through targeted language development strategies, systematic progress monitoring, and timely intervention—the district anticipates measurable gains in ELA and Mathematics achievement for Long-Term English Learners and improved overall outcomes for this subgroup.

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.

Educational Partner(s)	Process for Engagement
January 20, 2026 - SELPA	The district's Director of Special Education attended this SELPA meeting to ensure compliance and attain input/feedback regarding current and future services/actions. Mendota Unified has been identified for Targeted Level 2 for Performance Elements in both the 2025–2028 and 2026–2029 CIM cycles. The district is currently In Progress on Step 1, with Steps 2 and 3 not yet started. Mendota is working on gathering data, including input from staff, families, and community members, to identify areas for improvement.
February 11, 2026 - Mid-Year Report	The district's Director of State & Federal Programs presented to the district's school board on the following topics: Annual Update to the Local Control Accountability Plan and Budget Overview for parents. This report included all available midyear outcome data related to metrics and all available midyear expenditures in addition to providing implementation data on all actions.
February 12, 2026 - Student Presentation - Mendota Junior High School	Director of State & Federal Programs delivered an age-appropriate presentation on LCFF/LCAP, 8 state priorities, goal/services, & progress to date (metrics). Meeting participants were given an opportunity to provide feedback and input via a survey.
February 12, 2026 - Mendota Continuation & Community Day School Parents- Equity Multiplier	For greater participation and feedback, it was decided to present the equity multiplier information during a School Site Council Meeting. The topic was added to the meeting advertisement (flyer) and to the agenda. All alternative education school parents were invited via the flyer and an automated phone call. Topics presented and discussed were: equity multiplier - what is it and why the school qualifies, amount of funds, and the intent of funds. Meeting participants were

Educational Partner(s)	Process for Engagement
	then given the opportunity to provide feedback and input regarding how the funds should be used and or achieve equity at the school site.
February 19, 2026 - Student Presentation - Mendota High School	Director of State & Federal Programs delivered an age-appropriate presentation on LCFF/LCAP, 8 state priorities, goal/services, & progress to date (metrics). Meeting participants were given an opportunity to provide feedback and input via a survey.
February 19, 2026 - Parent Advisory Council (PAC)	A meeting was conducted with the PAC to discuss the progress to date on the established metrics and the expenses to date of the 2025/26 LCAP. Details regarding the development of the 2026/27 LCAP were also provided. Other meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. PAC members were given an opportunity to give input and provide feedback via a survey.
February 24, 2026 - Educational Partner Meeting (includes parents)	Second meeting held to inform the community of the Mendota on the progress made to date on the execution of the 2025/26 LCAP and of the development of the 2026/27 LCAP. Meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. Meeting flyers were sent home and robo-calls were made for the purpose of increasing participation. All messaging was done in both Spanish and English. Meeting participants were given the opportunity to give input and provide feedback via a survey.
February 25, 2026 - MUSD Administration (including site principals)	Principals, Directors, CBO, and Superintendent participated in this meeting to discuss the progress made to date on the 2025/26 LCAP. Current metrics and desired outcomes were reviewed along with current expenses. The 2026/27 LCAP was then addressed. Dashboard data was reviewed, lowest performing groups were identified, and required actions were discussed. Schools receiving Equity Multiplier funds were pointed out and discussion on how to use the funds was held. Other meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. Meeting participants were given the opportunity to give input and provide feedback via a survey.

Educational Partner(s)	Process for Engagement
February 25, 2026 - Mendota Continuation & Community Day School Staff - Equity Multiplier	During a staff meeting at the Mendota Alternative school site, staff members were presented with information regarding the Equity Multiplier. The two school sites (Continuation and Community Day) are located on the same school site and have a total of 3 teachers combined. Topics presented and discussed were: equity multiplier - what is it and why the school qualifies, amount of funds, and the intent of funds. Meeting participants were then given the opportunity to provide feedback and input regarding the needs that should be addressed and how the funds should be used.
February 29, 2026 - Educational Partner Meeting (includes parents)	First of two meetings held to inform the community of the Mendota on the progress made to date on the execution of the 2025/26 LCAP and of the development of the 2026/27 LCAP. Meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. Meeting flyers were sent home and robo-calls were made for the purpose of increasing participation. All messaging was done in both Spanish and English. Meeting participants were given the opportunity to give input and provide feedback via a survey.
March 03, 2026 - Parent Advisory Council (PAC includes two student members)	During this meeting the PAC was provided with detailed information on the current actions, their progress to date, and the expenditures to date. In addition, a description of the required actions was provided (Students With Disabilities, ELs/LTELs, & Technical Assistance actions). At the end of the meeting PAC members were given the opportunity to give input and provide feedback.
March 04, 2026 - MUSD Teachers & Certificated Bargaining Unit	The Director of State & Federal Programs and the Union President met to discuss the option of holding two separate meetings; one for union leadership and one for all the certificated staff. It was agreed that only one meeting was needed. Meeting information and logistics was then shared with the Union President who then agreed to disseminate the information to all staff. Meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. Meeting participants were provided with information on the progress made to date on the execution of the 2025/26 LCAP and of the development of the 2026/27 LCAP. Meeting participants were given the opportunity to give input and provide feedback via a survey.

Educational Partner(s)	Process for Engagement
March 10, 2026 - Washington Elementary Parents- Equity Multiplier	For greater participation and feedback, it was decided to present the equity multiplier information during a School Site Council Meeting. The topic was added to the meeting advertisement (flyer) and to the agenda. All Washington Elementary School parents were invited via the flyer and an automated phone call. Topics presented and discussed were: equity multiplier - what is it and why the school qualifies, amount of funds, and the intent of funds. Meeting participants were then given the opportunity to provide feedback and input regarding how the funds should be used and or achieve equity at the school site.
March 10, 2026 - MUSD CSEA/Classified (Other school personnel included)	The Director of State & Federal Programs and the Union President met to discuss the option of holding two separate meetings; one for union leadership and one for all the classified staff and other school personnel. It was agreed that only one meeting was needed. Meeting information and logistics was then shared with the Union President who then agreed to disseminate the information to all staff. Meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. Meeting participants were provided with information on the progress made to date of the execution of the 2025/26 LCAP and of the development of the 2026/27 LCAP. Meeting participants were given the opportunity to give input and provide feedback via a survey.
March 11, 2026 - Washington Elementary Staff - Equity Multiplier	During a staff meeting at Washington Elementary School, staff members were presented with information regarding the Equity Multiplier. Topics presented and discussed were: equity multiplier - what is it and why the school qualifies, amount of funds, and the intent of funds. Meeting participants were then given the opportunity to provide feedback and input regarding the needs that should be addressed and how the funds should be used.
April 09, 2026 - DELAC	DELAC members and participating community members were provided with a presentation on the progress made to date on the execution of the 2025/26 LCAP and of the development of the 2026/27 LCAP. Meeting topics included: revenue, district vision and mission, 8 state priorities, goals ,services, and metrics, greatest needs (dashboard), and greatest progress. Meeting flyers were sent home and robo-calls were made for the purpose of increasing

Educational Partner(s)	Process for Engagement
	participation. All messaging was done in both Spanish and English. Meeting participants were given the opportunity to give input and provide feedback via a survey.
May 04, 2026 through May 15, 2026 - Public Comment	Public comment period was for two weeks beginning on May 04, 2026. A notice regarding opportunity for public comment on the 2026/27 LCAP was sent home to all parents. This period was also announced via a tele-parent message and the district's marquee. The "draft" LCAP was made available online and hard copies were available upon request.
May 14, 2026 - PAC & DELAC (PAC includes two student members)	A meeting was held for these two committees to present them with a completed draft of the 2026/27 LCAP. Presentation topics included: summary of the engagement process and feedback gathered, revenues for the 2026/27 school year, dashboard results and actions, and possible carryover amount. During this meeting members were were provided with the opportunity to review the completed plan in detail and to provide comments regarding the plan. No questions or comments were made by the PAC or DELAC that required a written response from the Superintendent. Committee members were supportive of the goals, actions, and desired outcomes.
June 10, 2026 - Public Hearing	Posted on the board agenda for public hearing.
June 24, 2026 - Board Adoption	The 2026/27 LCAP was adopted by the school board on this date.
June 24, 2026 - Budget Adoption & Local Indicator Report	The district's budget was adopted on this date and the Director of State & Federal Programs provided the board and all in attendance with a report on the Local Indicators.

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

At each of the LCAP educational partner meetings (educational partners include: parents, students, certificated staff, classified staff, site administration, district administration, Fresno County SELPA, and the local bargaining units for classified and certificated staff), input was gathered regarding the goals, actions, and LCAP metrics-data including desired outcomes (includes the 2024/25, the 2025/26, and the 2026/27 LCAP). Based on discussions and written input from the meetings and various surveys, educational partners (the feedback from our educational partners has remained consistent from year to year):

1) across all schools continue to express the need to maintain smaller class sizes across all grade levels (MTA, Teachers, Parents, & Community members)

2) continue to be in favor of actions that lead to safe school environments (both physical and mental) including (1) maintaining the number of SRO's at 5 and (2) the ongoing availability of personal protection equipment and sanitation routines and procedures (Classified staff, CSEA leadership, Certificated staff, MTA leadership, & Parents)
3) requested professional development for staff in the areas of Social Emotional learning and English Learners (DELAC, PAC, Administration & Teachers)
4) requested transportation for students participating in after-school tutoring - if feasible and practical (Parents, DELAC, & PAC)
5) requested parent education to connect with their students' learning (Parents)
6) requested that the district ensure that all teachers hired are properly credentialed (Parents, SELPA, DELAC, & PAC)
7) were supportive of the literacy supports (including the speech services for all students) and of the RTI Program (Teachers & Parents)
8) requested that the district continue to work on reducing the digital divide - focus on ELs and low income students and continue to provide a 21st century learning experience (Parents, Teachers, PAC, & DELAC)
9) across all schools have expressed the need to improve attendance rates and reduce the chronic absenteeism rate (Parents & Staff)
10) were supportive of facility improvements to promote engagement opportunities and expand on the offerings of A-G and CTE programs at MHS (Parents & Staff)
11) requested that School Resource Officers have more of an instructional role 1) coordinate and conduct meetings, assemblies, and classroom visitations at both the elementary level and secondary level and 2) conduct class at the secondary level to teach students about criminal justice concepts.

The following aspects of the LCAP will be continued as a result of educational partner support via verbal and written feedback:

1) All goals and actions from the previous LCAP will be continued and monitored. Educational partners were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.
2) There will be a continued focus on closing the achievement gap for ELs, homeless students, and students with disabilities in the areas of graduation rate, Mathematics, and English Language Arts. Actions supporting this focus are reflected in Goal 1.

Based on the feedback provided the district will:

1) Work on maintaining smaller class sizes across all grade levels - goal #1 action 10 (Class Size Reduction)
2) Continue to improve on student and staff safety - goal #2 action 6 (SROs) and goal #2 action 13 (Personal Protection Equipment)
3) Provide professional development in the areas of Social Emotional learning and continue to provide EL specific professional development- goal #3 action 5 (Professional Development)
4) Provide after school tutoring including transportation if needed - goal #1 action 5 (Learning Interventions and Supports) and goal #1 action 12 (EL Program Interventions and Supports)
5) Provide parent training - goal #2 action 7 (Parent & Educational Partner Participation/Engagement)
6) Continue to provide digital screens for increased participation and engagement during graduation - goal #2 action 7 (Parent & Educational Partner Participation/Engagement)
7) Continue to provide a 21st Century Learning experience along with resources needed (internet and devices) - goal #2 action 8 (21st Century Learning Environments and Opportunities) and goal #1 action 6 (Technology in and out of the classroom)
8) Continue to provide appropriately cendentailed teachers - goal 3 actions 2 and 7 (Certificated Staff & Rural Residency Program)

9) Look into the possibility of having district SRO's teach at the secondary level - goal 2 action 6 (Safe School Environment)

The three identified schools receiving Equity Multiplier funds provided their respective educational partners with the opportunity to provide input regarding (1) the development of the goal(s), (2) the actions/services that should be implemented/executed to achieve the goal, and (3) the metrics that should be used to measure progress. The 2025 Dashboard was reviewed and used to guide the meetings, providing participants with identified areas of need.

*Washington Elementary Educational Partners:
1) Suggested that the site focus on providing more engaging opportunities that will have an impact on reading levels and performance in the area of mathematics using local assessments (Fountas and Pinnell and local math benchmark)
2) Suggested that the school site work on developing improved communication practices with parents to ensure that students maintain continuous enrollment for improved daily attendance with the overall goal of reducing chronic absenteeism.

Based on this feedback, the site will use the funds to create a STEM lab that shall provide expanded enrichment-learning opportunities for students to attain grade level expectations in the areas of ELD, ELA, and math. Actions to support these initiatives will be outlined in this plan under goal #4.

*Mendota Continuation & Mendota Community Day Educational Partners:
1) Suggested that the school site continue the Differentiated Assistance work from two years ago in an effort to continue to reduce the overall school suspension rate with
a focus on ELs and low-income students (2025 dashboard -RED).
2) Suggested that the site focus on improving attendance rates
3) Suggested that the school site create a more welcoming and inviting environment for all (students, staff, and parents)

Based on this feedback, the site will use the funds to help create a culture in which all teachers and staff purposefully develop relationships with students. Actions to support this cause will be outlined in this plan under goal #5.

Mendota Unified School District will continue to collaborate with educational partners throughout the school year to explore and monitor the progress of implemented actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement for all students including English Learners, long-term English learners, homeless students, foster youth, low-income students, and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data shows that Mendota Unified School District needs to increase the academic achievement of all students, including our English Learners, long-term English learners, homeless students, foster youth, low-income students, and students with disabilities. The actions and metrics associated with this goal were chosen specifically to target and improve academic performance of all students by ensuring that all are progress monitored and intervention services are provided as needed. These actions/services will contribute to closing the achievement gaps. The metrics will illustrate the year-to-year growth of both all students and student groups with performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of standards for all students and enable ELs to access to CCSS and ELD standards	5.0 = Full Implementation and Sustainability Data Year: 2023-24 Data Source: State provided reflection tool	5.0 = Full Implementation and Sustainability Data Year: 2024-25 Data Source: State provided reflection tool	5.0 = Full Implementation and Sustainability Data Year: 2025-26 Data Source: State provided reflection tool	5.0 = Full Implementation and Sustainability Data Year: 2026-27 Data Source: State provided reflection tool	0 (No difference)
1.2	Smarter Balanced ELA	Met or exceed standards:	Meet or exceed standards:	Meet or exceed standards:	Met or exceed standards:	Met or exceed standards:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LEA Level All Students = 35.33% EL = 13.09% EL SWD= 5% LTEL= 6.72% SWD = 10.25% Low Income = 34.65% McCabe Elem SWD = 10.34% EL SWD= 4.3% Mendota JH EL= 6.19% SWD = 3.85% EL SWD= 0% Mendota High EL = 8.54% Data Year: 2023-24 Data Source: CAASPP Test	LEA Level All Students = 34.8% EL = 11.51% EL SWD= 8% LTEL= 2.84% SWD = 7.32% Low Income = 33.62% McCabe Elem SWD = 3.13% EL SWD= 9% Mendota JH EL= 7.58% SWD = 13.33% EL SWD= 0% Mendota High EL = 1.85% Data Year: 2024-25 Data Source: CAASPP Test	LEA Level All Students = 36.3% EL = 12.5% EL SWD= 6% LTEL= 5.2% SWD = 14.6% Low Income = 35.7% McCabe Elem SWD = 3.13% EL SWD= 3% Mendota JH EL= 11.7% SWD = 22.7% EL SWD= 9% Mendota High EL = 4.6% Data Year: 2025-26 Data Source: CAASPP Test"	LEA Level All Students = 41% EL = 19% EL SWD= 11% LTEL= 12% SWD = 16% Low Income = 40% McCabe Elem SWD = 16% SWD EL= 10% Mendota JH EL= 12% SWD = 9% EL SWD= 4% Mendota High EL = 14% Data Year: 2026-27 Data Source: CAASPP Test	LEA Level All Students = +0.97% EL = -0.59% EL SWD= +1.00% LTEL= -1.52% SWD = +4.35% Low Income = +1.05% McCabe Elem SWD = -7.21% SWD EL= -1.3% Mendota JH EL= +5.51% SWD = +18.85% EL SWD = +9.00% Mendota High EL = -3.94%
1.3	Smarter Balanced Math	Met or exceed standards: LEA Level All Students = 20.45% EL = 9.43% EL SWD= 8.3% LTEL= .75% SWD = 10.00% Low Income = 19.92%	Meet or exceed standards: LEA Level All Students = 21.64% EL = 11.15% EL SWD= 12% LTEL= 0% SWD = 13.25%	Meet or exceed standards: LEA Level All Students = 24.5% EL = 13.3% EL SWD= 7% LTEL= 1.7% SWD = 10.4%	Met or exceed standards: LEA Level All Students = 26% EL = 15% EL SWD = 14% LTEL= 7% SWD = 16% Low Income = 25%	Met or exceed standards: LEA Level All Students = +4.05% EL = +3.87% EL SWD= -1.3% LTEL= +0.95% SWD = +0.40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mendota JH EL = 1.82% SWD = 0% EL SWD = 0% Mendota High EL = 0% Data Year: 2023-24 Data Source: CAASPP Test	Low Income = 21.10% Mendota JH EL = 0.88% SWD = 6.25% EL SWD = 0% Mendota High EL = 0% Data Year: 2024-25 Data Source: CAASPP Test	Low Income = 24.2% Mendota JH EL = 0.9% SWD = 4.6% EL SWD = 0% Mendota High EL = 0% Data Year: 2025-26 Data Source: CAASPP Test"	Mendota JH EL = 7% SWD = 6% EL SWD = 6% Mendota High EL = 6% Data Year: 2026-27 Data Source: CAASPP Test	Low Income = +4.28% Mendota JH EL = -0.92% SWD = +4.6% EL SWD = 0% (No difference) Mendota High EL = 0% (No difference)
1.4	Access to standards aligned instructional materials	Access to standards aligned instructional materials: 100% Data Year: 2023-24 Data Source: State provided reflection tool	Access to standards aligned instructional materials: 100% Data Year: 2024-25 Data Source: State provided reflection tool	Access to standards aligned instructional materials: 100% Data Year: 2025-26 Data Source: State provided reflection tool	Access to standards aligned instructional materials: 100% Data Year: 2026-27 Data Source: State provided reflection tool	0% (No difference)
1.5	EL students making progress toward English Proficiency	LEA Level 48.8% Mendota Elem = 42.7% Data Year: 2023-24 Data Source: Dashboard 2023	LEA Level 53.1% Mendota Elem = 53.8% LTEL = 58.2% Data Year: 2024-25 Data Source: Dashboard 2024	LEA Level 49% Mendota Elem = 58.2% LTEL = 58.8% Data Year: 2025-26 Data Source: Dashboard 2025	LEA Level 54% Mendota Elem = 48% LTEL = 62% Data Year: 2026-27 Data Source: Dashboard 2026	LEA Level +0.2% Mendota Elem +15.5% LTEL - +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California Science Test (CAST)	Met or exceed standards: All Students = 14.75% EL = 1.24% SWD = 4.55% Low Income = 14.71% Data Year: 2023-24 Data Source: CAST	Met or exceed standards: All Students = 11.72% EL = 0.86% SWD = 3.45% Low Income = 11.25% Data Year: 2024-25 Data Source: CAST	Met or exceed standards: All Students = 15% EL = 1.5% SWD = 13.3% Low Income = 14.8% Data Year: 2025-26 Data Source: CAST	Met or exceed standards: All Students = 20% EL = 7% SWD = 10% Low Income = 20% Data Year: 2026-27 Data Source: CAST	Met or exceed standards: All Students = +0.25% EL = +0.26% SWD = +8.75% Low Income = +0.09%
1.7	EL Reclassification Rate	6.1% Data Year: 2022-23 Data Source: Calpads 2.16 & 8.1	14% Data Year: 2023-24 Data Source: Calpads 2.16 & 8.1	16.08 Data Year: 2024-25 Data Source: Calpads 2.16 & 8.1	9.1% Data Year: 2025-26 Data Source: Calpads 2.16 & 8.1	+9.98%
1.8	High School Graduation Rate	80.7% All 55.2% ELs 51.3% Homeless 80.4% Low Income N/A - SWD Data Year: 2022-23 Data Source: DataQuest	84.5% All 70.0% ELs 71.7% Homeless 84.2% Low Income 66.7% - SWD Data Year: 2023-24 Data Source: DataQuest	91.8% All 89.8% ELs 87.1% Homeless 91.7% Low Income 68.8% - SWD Data Year: 2024-25 Data Source: DataQuest	83.7% All 58.2% ELs 54.3% Homeless 83.4% Low Income 68% - SWD Data Year: 2025-26 Data Source: DataQuest	All: +11.1% ELs: +34.6% Homeless: +35.8% Low Income: +11.3% SWD: +2.1
1.9	EAP ELA	51.64% College ready or conditionally ready EL = 7.22% LI = 51.12% Data Year: 2023-24	50.58% College ready or conditionally ready EL = 3.17% LI = 49.8%	63.02% College ready or conditionally ready EL = 4% LI = 63.31%	55% College ready or conditionally ready EL = 10% LI = 54%	All = +11.38% EL = -3.22% LI = +12.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CAASPP Test	Data Year: 2024-25 Data Source: CAASPP Test	Data Year: 2025-26 Data Source: CAASPP Test	Data Year: 2026-27 Data Source: CAASPP Test	
1.10	EAP Math	16.78% College ready or conditionally ready EL = 0% LI = 17.17% Data Year: 2023-24 Data Source: CAASPP Test	18.32% College ready or conditionally ready EL = 0% LI = 17.53% Data Year: 2024-25 Data Source: CAASPP Test	19.49% College ready or conditionally ready EL = 0% LI = 19.47% Data Year: 2025-26 Data Source: CAASPP Test"	20% College ready or conditionally ready EL = 3% LI = 20% Data Year: 2026-27 Data Source: CAASPP Test	All = +2.71% EL = 0% (No difference) LI = +2.3%
1.11	A-G Completion Rate	All = 37.8% ELs = 13.2% Low Income = 37.8% Data Year: 2022-23 Data Source: DataQuest	All = 50.4% ELs = 31.6% Low Income = 50.4% Data Year: 2023-24 Data Source: DataQuest	All = 45.3% ELs = 27.8% Low Income = 45.1% Data Year: 2024-25 Data Source: DataQuest"	All = 40.8% ELs = 16.2% Low Income = 40.8% Data Year: 2025-26 Data Source: DataQuest	All = +7.5% ELs = +14.6% Low Income = +7.3%
1.12	AP Passing Rate	33% Data Year: 2022-23 Data Source: College Board AP Central	13% Data Year: 2023-24 Data Source: College Board AP Central	56% Data Year: 2024-25 Data Source: College Board AP Central"	36% Data Year: 2025-26 Data Source: College Board AP Central	+23%

Goal Analysis [2025-26]

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

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

All actions for goal #1 of the 2025-26 LCAP were implemented as planned.

When reviewing action implementation for the 2025-26 LCAP, actions were implemented in the same manner as the prior year.

Action #1 (Standards Aligned Curriculum) - A district priority is to ensure that all students are provided with the most current standards-aligned curriculum. The district utilizes the state self-reflection tool to measure progress on the implementation of the standards. The current results of this tool demonstrates that the district has attained its goal of full implementation and sustainability. This action has and will continue to allow the district stay up-to-date with curriculum and provide the necessary supports for implementation and instruction.

Action #2 (Progress Monitoring via Technology) - To ensure student academic growth, progress monitoring must take place. To complete this task effectively and efficiently, the district must continue to make infrastructure upgrades and must maintain an updated student information system (PowerSchool). PowerSchool must be kept up-to-date to ensure that data is correctly pulled into state department databases.

Action #3 (Maintain IDEA Compliance) - The students with disabilities subgroup is a growing population within our school district. A goal and priority of the district is to ensure that these students are provided with a better than adequate education. The district's Director of Special Education ensures that a compliant program is provided for all participating students. The 2024-25 assessment data in the areas of ELA and Math reveal that this subgroup is making progress in both subject areas. In addition, current local data demonstrates that these students are making gains and this can be associated with the services provided by this action.

Action #4 (Academic Counselors) - Tracking academic progress at the secondary level throughout the school year ensures that interventions for students that are not on pace to promote or graduate are set. This is the primary role of the Academic Counselors. The counselors are constantly meeting with their respective students and developing plans for those students in need. The current graduation rate for the district is 91.8% (an increase of 7.3% from the previous year) and for our English Learners it is 89.8% (an increase of 19.8% from the previous year). A contributing factor to this significant increase was the district's work during the 2023–24 school year in close collaboration with the County Office of Education to develop a student tracker and establish targeted interventions to ensure that students continued to make progress toward graduation throughout their 12th-grade year. This process also established clear accountability for staff, particularly academic counselors, to monitor student progress and provide ongoing support through the completion of the school year. During the 2025–26 school year, this work continued and was further reinforced to ensure consistent implementation, strengthen accountability, and sustain the progress made toward improving graduation outcomes. In Mendota, the challenge still remains that newcomers continue to enroll for the first time in a California school into our district in grades 11 or 12. Fortunately, with guidance and support from our counselors, these newcomers will be provided with the most suitable options and or pathways (AB 2121, CTE, or A-G). The harsh reality of completing 4 years of high school in 2 years will always be a challenge for these students; consequently, the district’s graduation rate will continue to be impacted.

Action #5 (Learning Interventions & Supports that include LREBG funded services and expenditures) - Not all students progress at the same pace. Therefore, carrying out an action like this is instrumental in ensuring ongoing and future academic gains. This action has allowed the district to support students before, during, and after school. It has also allowed the district to provide the teaching staff with the support and resources needed to scaffold and differentiate instruction and lessons. The hiring of the Speech Language Pathologist has provided many of our students in need of this service with the support needed to improve their growth and performance within the classroom.

Action #6 (Technology In & Out of Classroom) - School closure during the 2020-21 school year brought about distance learning and created the need for technology. The distance learning experience provided staff and students with more efficient and effective ways of teaching and learning. The district has continued to build on this and it is an area that it does not wish to regress in. During the 2025/26 school year the district continued to ensure that every student has the technology access necessary to keep pace with the ever-developing and new methods of teaching and learning.

Action #7 (Paraprofessionals) - The district uses the paraprofessionals to provide "push-in" services. Academic data is used to place these employees in classrooms where the need is greatest and then rotated also based on needs. The paraprofessionals work in small groups or centers with students that are identified by the teachers. Currently 30.1% of ELs in K-6 are reading on grade level; this can be associated with the work accomplished by the paraprofessionals.

Action #8 (Guidance Instructional Specialist) - To ensure that all students are supported at every school site and that interventions are in place for all, the district hires a GIS for each school site. This position is instrumental for the achievement of this goal. These staff members (GIS) assist with progress monitoring of all students and then support in developing strategic interventions and critical intervention programs such as summer school and Saturday school offerings. The current progress and gains our students have made can be associated with this position.

Action #9 (Newcomer Orientation) - This action has been carried out as planned. Our Educational Partner Survey indicates that this is a very good action and that it should remain. Many new families entering our district for the first time indicate that this first experience in our district is very welcoming and allows them and their student to easily transition to a school site. In addition, this initial meeting allows the district to screen entering students for supplemental services and supports if needed and or required.

Action #10 (Class Size Reduction) - District enrollment continues to increase annually; therefore, carrying out this action is a priority. This action was carried out as planned and has made an immediate impact by allowing the district to maintain class sizes in grades 4-12 at a reasonable count. Our local survey indicates that our educational partners are very supportive of this action. Additional feedback during engagement meetings, reveals that parents are in favor of the district maintaining classes at a reasonable size.

Action #11 (Curricular Oversight) - Implementation of this action ensures that the district continues to make academic gains by providing a Director of Curriculum and Instruction. The director meets regularly with site leadership to develop and implement action/improvement plans based on academic data and other student needs. In addition, this director monitors progress throughout the school year by conducting instructional observation walkthroughs to ensure implementation of the plans and then provides guidance and feedback regarding the implementation/execution of their respective plan that is based on local assessment data. Current growth and gains can be attributed to the execution of the action.

Action #12 (English Learner Program Interventions & Supports) – Previously, our EL and LTEL student populations were not making desirable gains. It is believed that because of the continuing implementation of this action and other actions within this plan gains have been made. English Learners (ELs) demonstrated measurable improvement across multiple performance indicators between 2024 and 2025. Gains were observed in the College/Career Indicator (CCI), English Language Arts (ELA), Mathematics, and Graduation Rate, with Graduation improving significantly and achieving Green status, reflecting strong progress toward academic achievement and completion. Long-Term English Learners (LTELs) also showed positive outcomes during this period. Graduation rates increased significantly and remained at the Green level, ELA performance improved, and the English Learner Progress Indicator (ELPI) strengthened to Green status. These results indicate continued progress in both academic achievement and English language development for LTEL students. To date, the district has carried out this action as planned and more gains are expected to be made. This action has allowed the district to support English Learner students and Long-Term English Learners before, during and after school. It has also allowed the district to provide the teaching staff with the support and resources needed to scaffold and differentiate instruction and lessons for these students.

Action #13 (DA Action: EL Support) – Mendota was identified for Differentiated Assistance (DA) based on the graduation rate and CCI indicator for ELs. The district team worked in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to low graduation rates and CCI readiness for English Learners. This focused work resulted in gains being made. The 2023 dashboard showed that the EL graduation rate was 55.2% and the 2025 dashboard shows that the rate went up by 34.6% to 89.8%. English Learners also made gains in the area of College and Career preparedness. In 2023 the rate was 8.3% and in 2025 the rate went up to 21.9%. As a result of this action and for continued improvement in these areas (CCI & Graduation Rate), the high school administrative team has set up interventions and supports to quickly identify students that fall behind in addition to meeting individually with these students. They have also implemented a new tracking system to ensure that all interventions and meetings with students are logged and documented so that no student is left behind and or forgotten even after improvements have been made.

Successes – The implementation of the actions listed above has contributed to positive growth across several metrics aligned to this goal. Actions 1, 2, 5, 6, 7, 10, 11, and 13 have strengthened the district's ability to deliver standards-based instruction, monitor student progress, provide targeted interventions, and adjust instructional practices to better meet student needs. Focused and targeted interventions were also implemented through after school tutoring and Saturday School programs to provide additional academic support for students. Current local benchmark data leading into Spring 2026 state testing indicate that the district is on pace to maintain or exceed prior year performance levels. In addition, 10 of the 11 metrics connected to this goal demonstrate measurable improvement. Actions 9 and 12 have also been positively received by staff and the community, as they provide targeted support for English Learners and help create a smoother, less stressful transition into both the school system and the broader community.

Challenges – As previously noted, the district continues to experience an increase in the enrollment of high-school-age newcomer students who have had limited or interrupted formal education. Many of these students encounter significant obstacles in meeting graduation requirements within their cohort timeline due to gaps in prior schooling, language acquisition needs, and, in some cases, unstable home or living conditions. In addition, maintaining consistent student participation in intervention services continues to be a challenge, particularly with afterschool and extended learning opportunities.

While the actions outlined above provide critical services and supports to address these needs, many of these students are unlikely to meet traditional graduation requirements within the expected timeframe. In addition to impacting the graduation rate, their circumstances also influence performance on ELA and Math state assessments, as well as the A–G completion rate.

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.

All 12 actions found within this goal were carried out as planned. However, it is estimated that not all budgeted funds will be used. The following actions will have a difference between budgeted expenditures and estimated actual expenditures: 5 & 6.

Actions #5 - Not all of the supplemental/concentration funds allocated to this action/service were expended, as the district also utilized other district funds and additional relief funding to support the implementation of this service/action. It is important to note, however, that the district fully expended all allocated 2025–26 LREBG funds.

Actions #6 - Other district funds and other relief funds are being used to help accomplish this service/action.

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

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #1 helped make progress towards the district's goal of increasing student achievement for all students including English Learners, low-income students, and Foster Youth.

Action(s): 1.1, 1.3, 1.5, 1.7, 1.10, 1.11, 1.12, 1.13
Metric(s): ELA CAASPP, Math CAASPP, & Educational Partner Feedback
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: Overall, the actions implemented were somewhat effective, as evidenced by MUSD increasing in points in both subject areas (ELA +4.4 points and Math +4.3 points). A closer look at the data reveals that there are inconsistent results for different student subgroups and school sites. However, the gains are believed to result from providing a standards-aligned curriculum and a compliant special education program, both of which were central to achieving this goal.

Action 1.1: Standards Aligned Curriculum
The consistent provision of standards aligned instructional materials ensured that teachers had access to high-quality resources aligned with California content standards. This alignment supported consistent instruction, targeted student learning needs, and contributed to improved student outcomes across multiple measures, including CAASPP performance, EAP results, graduation rates, A-G completion, and AP passing rates. Educational partner feedback demonstrates support for the ongoing execution of this action.

Action 1.3: Maintain IDEA Compliance
The special education program demonstrates variable effectiveness across metrics. Students with Disabilities showed improvement in CAASPP ELA (+4.35%) and minimal gains in Math (+0.40%). The graduation rate data for SWD has increased 2.1% from the previous year

demonstrating that this action has made a positive impact. Educational partner feedback demonstrates support for the ongoing execution of this action.

Action 1.5: Learning Interventions and Supports
The effectiveness of learning interventions varies by metric and student group. However, it is important to note that educational partner feedback demonstrates support for the ongoing execution of this action.

CAASPP ELA results show modest improvement for all students (+0.97%). Specifically, low-income students demonstrated relatively stable performance in ELA, with 34.65% meeting or exceeding standards in 2023–24, decreasing slightly to 33.62% in 2024–25, and then improving to 35.7% in 2025–26. The district is working toward a target of 40% by 2026–27, reflecting a need for continued focused support to accelerate achievement. English Learner performance in ELA remains significantly below the all-student average. EL students scored 13.09% in 2023–24, declined to 11.51% in 2024–25, and showed a slight increase to 12.5% in 2025–26. The district has set a goal of 19% by 2026–27, indicating a need for intensified language development and literacy interventions.

In Math, all students improved (+4.05%), but results remain mixed for subgroups. Low-income students showed gradual improvement over time, increasing from 19.92% in 2023–24 to 21.10% in 2024–25 and 24.2% in 2025–26. Despite this upward trend, performance remains below the 2026–27 goal of 25%, suggesting the need for sustained academic supports in mathematics. English Learner performance in math has improved but remains an area of concern. EL students increased from 9.43% in 2023–24 to 11.15% in 2024–25 and 13.3% in 2025–26. The district's target of 15% by 2026–27 reflects continued efforts to close the achievement gap through targeted math instruction and language support.

The percentage of English Learner (EL) students reading on grade level is currently 30.1%, reflecting a decline of 2.9 percentage points from the previous year. Similarly, the percentage of low-income students reading on grade level decreased from 36% to 34% over the same period.

Action 1.7: Paraprofessionals
Paraprofessional support shows mixed effectiveness; however, educational partner feedback continues to support implementation and execution of this service/expenditure.

The action's impact on CAASPP scores varies. The percentage of all students meeting or exceeding standards in Smarter Balanced ELA has remained relatively stable, increasing from 35.33% in 2023–24 to 36.3% in 2025–26, after a slight dip to 34.8% in 2024–25. In contrast, mathematics performance has shown a more consistent upward trend, rising from 20.45% in 2023–24 to 24.5% in 2025–26. Despite these gains, both subject areas remain below the district's 2026–27 goals of 41% in ELA and 26% in math, indicating a continued need for targeted academic support to improve overall student achievement.

Low-income students demonstrated relatively stable performance in ELA, with 34.65% meeting or exceeding standards in 2023–24, decreasing slightly to 33.62% in 2024–25, and then improving to 35.7% in 2025–26. The district is working toward a target of 40% by 2026–27, reflecting a need for continued focused support to accelerate achievement. English Learner performance in ELA remains significantly below the all-student average. EL students scored 13.09% in 2023–24, declined to 11.51% in 2024–25, and showed a slight increase to

12.5% in 2025–26. The district has set a goal of 19% by 2026–27, indicating a need for intensified language development and literacy interventions.

In mathematics, low-income students showed gradual improvement over time, increasing from 19.92% in 2023–24 to 21.10% in 2024–25 and 24.2% in 2025–26. Despite this upward trend, performance remains below the 2026–27 goal of 25%, suggesting the need for sustained academic supports in mathematics. English Learner performance in math has improved but remains an area of concern. EL students increased from 9.43% in 2023–24 to 11.15% in 2024–25 and 13.3% in 2025–26. The district's target of 15% by 2026–27 reflects continued efforts to close the achievement gap through targeted math instruction and language support.

At Mendota Elementary, where this action specifically targets the ELPI indicator, there was a +15.5% improvement. However, district-wide ELPI only increased +0.2%, suggesting the need for expanded implementation.

Action 1.10: Class Size Reduction
Class size reduction shows moderate effectiveness. CAASPP improvements are modest (ELA All: +0.97%, Math All: +4.05%). The action may be contributing to the improved learning environment, but the impact varies significantly across grade levels and student groups. Low-income students demonstrated relatively stable performance in ELA, with 34.65% meeting or exceeding standards in 2023–24, decreasing slightly to 33.62% in 2024–25, and then improving to 35.7% in 2025–26. The district is working toward a target of 40% by 2026–27, reflecting a need for continued focused support to accelerate achievement. English Learner performance in ELA remains significantly below the all-student average. EL students scored 13.09% in 2023–24, declined to 11.51% in 2024–25, and showed a slight increase to 12.5% in 2025–26. The district has set a goal of 19% by 2026–27, indicating a need for intensified language development and literacy interventions. In mathematics, low-income students showed gradual improvement over time, increasing from 19.92% in 2023–24 to 21.10% in 2024–25 and 24.2% in 2025–26. Despite this upward trend, performance remains below the 2026–27 goal of 25%, suggesting the need for sustained academic supports in mathematics. English Learner performance in math has improved but remains an area of concern. EL students increased from 9.43% in 2023–24 to 11.15% in 2024–25 and 13.3% in 2025–26. The district's target of 15% by 2026–27 reflects continued efforts to close the achievement gap through targeted math instruction and language support.

The percentage of English Learner students meeting college readiness benchmarks in EAP ELA declined from 7.22% in 2023–24 to 3.17% in 2024–25, with a slight increase to 4% in 2025–26. In EAP Math, EL performance has remained stagnant at 0% across all three years. Both content areas remain significantly below the 2026–27 goals of 10% in ELA and 3% in Math, highlighting a critical need for targeted academic and language support to improve college readiness outcomes for EL students.

Low-income students demonstrated an upward trend in EAP ELA, increasing from 51.12% in 2023–24 to 49.8% in 2024–25, and then significantly improving to 63.31% in 2025–26, surpassing the 2026–27 goal of 54%. In EAP Math, performance improved modestly from 17.17% in 2023–24 to 19.47% in 2025–26, approaching the 2026–27 goal of 20%. While gains are evident, continued focus is needed in mathematics to fully meet college readiness targets.

In addition, Action 1.10 reduced class sizes in grades 4–12 to improve instructional conditions and increase meaningful student-teacher interaction. By creating smaller learning environments, this action supports differentiated instruction, increases opportunities for formative assessment, and allows teachers to more effectively address individual student needs—especially for English Learners and Low-Income students. Smaller class sizes are a critical component in closing performance gaps by enhancing student engagement, improving behavior,

and fostering stronger academic relationships between students and educators. Educational partner feedback demonstrates support for the ongoing execution of this action.

Action 1.11: Curricular Oversight
This targeted action shows promise but mixed results and educational partner feedback demonstrates support for the continued implementation and execution of this action/service.

ELA – All Students:
Based on 2023–24 CAASPP results, 35.33% of all students met or exceeded standards in ELA. This percentage declined to 34.8% in 2024–25, indicating a slight decrease in overall performance. The LEA has established a target of 41% by 2026–27, reflecting the need for accelerated growth to close the current performance gap.

ELA – English Learners (EL):
In 2023–24, 13.09% of English Learners met or exceeded standards in ELA, which declined to 11.51% in 2024–25. This downward trend highlights the need for targeted supports. The LEA's goal is to increase EL performance to 19% by 2026–27, requiring significant growth.

ELA – English Learners with Disabilities (EL SWD):
In 2023–24, 5% of EL SWD students met or exceeded standards in ELA. Performance increased to 8% in 2024–25, demonstrating initial progress for this subgroup. The LEA aims to further increase outcomes to 11% by 2026–27, continuing the upward trend.

ELA – Students with Disabilities (SWD):
In 2023–24, 10.25% of SWD met or exceeded standards in ELA. This decreased to 7.32% in 2024–25, indicating a decline in performance. The LEA has set a target of 16% by 2026–27, necessitating intensified supports and interventions to address this gap.

Mathematics – All Students:
According to 2023–24 CAASPP data, 20.45% of all students met or exceeded standards in mathematics. This increased slightly to 21.64% in 2024–25, indicating modest growth. The LEA has established a target of 26% by 2026–27 to continue improving outcomes.

Mathematics – English Learners (EL):
In 2023–24, 9.43% of English Learners met or exceeded standards in mathematics, increasing to 11.15% in 2024–25. While growth is evident, performance remains low. The LEA's target is 15% by 2026–27, requiring continued focused support.

Mathematics – English Learners with Disabilities (EL SWD):
In 2023–24, 8.3% of EL SWD students met or exceeded standards in mathematics. This increased to 12% in 2024–25, demonstrating positive progress. The LEA aims to reach 14% by 2026–27, reflecting continued improvement for this subgroup.

Mathematics – Students with Disabilities (SWD):
In 2023–24, 10% of SWD met or exceeded standards in mathematics, increasing to 13.25% in 2024–25. The LEA has set a target of 16% by 2026–27, indicating the need for sustained growth.

ELA – McCabe Elementary English Learners with Disabilities (EL SWD):
Based on 2023–24 CAASPP results, 4.3% of EL SWD students at McCabe Elementary met or exceeded standards in ELA. This increased to 9% in 2024–25, indicating notable improvement for this subgroup. The LEA has established a target of 10% by 2026–27, reflecting the need to sustain and build upon recent gains.

ELA – McCabe Elementary Students with Disabilities (SWD):
In 2023–24, 10.34% of SWD at McCabe Elementary met or exceeded standards in ELA. This declined significantly to 3.13% in 2024–25, indicating a substantial decrease in performance. The LEA has set a target of 16% by 2026–27, requiring accelerated growth and intensified supports to address this decline.

ELA – Mendota Junior High

English Learners (EL):
Based on 2023–24 CAASPP results, 6.19% of English Learners at Mendota Junior High met or exceeded standards in ELA. This increased slightly to 7.58% in 2024–25, indicating modest growth. The LEA has established a target of 12% by 2026–27, reflecting the need for continued improvement.

English Learners with Disabilities (EL SWD):
In 2023–24, 0% of EL SWD students at Mendota Junior High met or exceeded standards in ELA. This remained unchanged at 0% in 2024–25, indicating no measurable progress. The LEA has set a target of 4% by 2026–27, requiring significant and targeted intervention to improve outcomes for this subgroup.

Students with Disabilities (SWD):
In 2023–24, 3.85% of SWD at Mendota Junior High met or exceeded standards in ELA. This increased to 13.33% in 2024–25, demonstrating substantial growth. The LEA's target is 9% by 2026–27, which has already been exceeded, indicating the importance of sustaining and building on current practices.

Mathematics – Mendota Junior High

English Learners (EL):
According to 2023–24 CAASPP data, 1.82% of English Learners at Mendota Junior High met or exceeded standards in mathematics. This declined to 0.88% in 2024–25, indicating a decrease in performance. The LEA has set a target of 7% by 2026–27, requiring significant growth.

English Learners with Disabilities (EL SWD):
In 2023–24, 0% of EL SWD students at Mendota Junior High met or exceeded standards in mathematics. This remained at 0% in 2024–25, indicating no improvement. The LEA has established a target of 6% by 2026–27, highlighting the need for intensive supports and interventions.

Students with Disabilities (SWD):

In 2023–24, 0% of SWD at Mendota Junior High met or exceeded standards in mathematics. This increased to 6.25% in 2024–25, demonstrating initial progress. The LEA's target is 6% by 2026–27, which has been met, indicating a need to sustain and further strengthen these gains.

ELA – Mendota High School English Learners (EL):

Based on 2023–24 CAASPP results, 8.54% of English Learners at Mendota High School met or exceeded standards in ELA. This declined to 1.85% in 2024–25, indicating a significant decrease in performance for this subgroup. The LEA has established a target of 14% by 2026–27, reflecting the need for substantial and sustained instructional support to reverse this downward trend and accelerate student achievement.

Mathematics – Mendota High School English Learners (EL):

In 2023–24, 0% of English Learners at Mendota High School met or exceeded standards in mathematics. This remained at 0% in 2024–25, indicating no measurable progress in this subject area for this subgroup. The LEA has set a target of 6% by 2026–27, requiring intensive, targeted interventions and strengthened instructional practices to improve student outcomes.

The inconsistent results suggest the need for site-specific adjustments to the oversight approach. However, it is important to note that educational partner feedback demonstrates support for the ongoing execution of this action.

Action 1.12: English Learner & LTEL Program Interventions and Supports
This action demonstrates variable effectiveness, and feedback from educational partners, ELD teachers, and EL Parents continues to inform ongoing decisions regarding professional development and program refinement. This action is closely connected to the district's broader intervention system, including reading intervention programs, after school tutoring, Saturday School, and other supplemental academic supports. It also includes the provision of supplemental programs, materials, and instructional supplies designed to strengthen language development and literacy outcomes for English Learners and Long-Term English Learners (LTELs). Continued evaluation of these supports will guide adjustments to ensure services are aligned to student needs and maximize impact on student achievement.

ELA – English Learners (EL):
English Learner performance in ELA has shown modest growth, increasing from 11.51% in 2024–25 to 12.5% in 2025–26, but remains below the 2023–24 baseline of 13.09% and significantly below the 2026–27 goal of 19%. Overall, EL students continue to perform well below All Students (36.3% in 2025–26), highlighting a persistent achievement gap and the need for targeted language development and literacy supports.

ELA – Long-Term English Learners (LTEL):
LTEL performance in ELA declined sharply from 6.72% in 2023–24 to 2.84% in 2024–25, with a partial recovery to 5.2% in 2025–26. Despite this improvement, outcomes remain below the baseline and far from the 2026–27 goal of 12%, indicating a need for intensified academic interventions and focused support for long-term language acquisition and grade-level literacy.

Math – English Learners (EL):

English Learner performance in Math increased from 11.15% in 2024–25 to 13.3% in 2025–26, approaching but still below the 2023–24 baseline of 9.43% and the 2026–27 goal of 15%. While progress is evident, EL students continue to perform significantly below All Students (24.5% in 2025–26), underscoring the need for continued support in both mathematical understanding and academic language.

Math – Long-Term English Learners (LTEL):
LTEL performance in Math remains extremely low, with 0% in 2024–25 and 1.7% in 2025–26, compared to 0.75% in 2023–24. Although there is slight improvement, performance is far below the 2026–27 goal of 7%, indicating persistent challenges and a critical need for targeted interventions that address both foundational math skills and language barriers.

The percentage of English Learner (EL) students reading on grade level is currently 30.1%, reflecting a decline of 2.9 percentage points from the previous year. Similarly, the percentage of Long-Term English Learners students reading on grade level decreased from 27% to 23.8% over the same period.

Action 1.13: DA Action: LTEL Support
This action, similar to action 1.12, shows variable effectiveness. Long-Term English Learners showed concerning declines in CAASPP ELA (-1.52%) despite maintaining performance in Math (+0.95%). With regards to the ELPAC assessment LTELs increased in proficiency rate from 17.24% to 21.37% in 2025. And according to the 2025 dashboard the English Learner Progress indicator for this subgroup went by only 0.6%.

The gains in ELA and Math are largely attributed to the targeted interventions and support roles funded through various actions. Notable contributors include:
Instructional aides
Class size reduction teachers
Director of Curriculum and Instruction
Speech Pathologist

Key Actions Supporting Growth
Actions 1.5 and 1.12 enabled the district to offer targeted intervention programs such as:
After-school tutoring
Saturday School
Summer School
These actions also facilitated the purchase of supplemental materials, classroom resources, and technology to support differentiated instruction.

Early Assessment Program (EAP) results indicate overall improvement in college readiness across English Language Arts and Mathematics. In ELA, the percentage of students identified as college ready or conditionally ready increased from 50.58% in 2024–25 to 63.02% in 2025–26, exceeding the Year 3 target of 55%. Low-Income students demonstrated similar gains, increasing from 49.8% to 63.31%, while English Learners showed minimal improvement, increasing from 3.17% to 4%. In Mathematics, college readiness increased from 18.32% to 19.49%, approaching the Year 3 target of 20%. Low-Income students improved from 17.53% to 19.47%, while English Learners remained at 0%, indicating no measurable growth. These results suggest that Action 1.10 (Class Size Reduction) and Action 1.11 (Curricular Oversight) have

been effective in improving overall access to grade-level instruction and strengthening alignment to college-ready standards, particularly in ELA. However, the limited gains for English Learners indicate that additional targeted supports are needed to ensure these actions result in equitable outcomes across all student groups.

Areas for Continued Focus
Despite the noted improvements, data analysis revealed that Long-Term English Learners and SWD students remain the most in need of academic support in both ELA and Math.

Next Steps
To address these gaps, the Director of Curriculum and Instruction will work closely with site principals and school leaders to develop and implement targeted interventions throughout the year, aligned with preparation for the Spring state assessments.

Action(s): 1.2 & 1.6
Metric(s): ELA & Math CAASPP & Graduation Rate
Effectiveness of Action(s): 1-Effective
Data Analysis: Actions 1.2 and 1.6 were determined to be effective based on analysis of student performance data and graduation rates. While the district maintains 100% access to standards-aligned materials (metric 1.4: 0% difference), academic outcomes vary. The action has contributed to gains in CAASPP Math for all students (+4.05%) and Low Income students (+4.28%), but shows declines for English Learners with disabilities in Math (-1.3%). The expansion and integration of technology both inside and outside the classroom played a critical role in this progress. Increased access to devices and internet connectivity allowed students and staff to engage in ongoing learning opportunities beyond the traditional school day. This directly supported the goals of Action 1.2, as the use of upgraded infrastructure and digital tools led to improved methods of progress monitoring and enabled staff to increase the frequency and effectiveness of data analysis and instructional adjustments.

Action 1.6 ensured that all students, including English Learners and Low-Income students, were provided with personal digital devices and internet access. Staff also received access to current technology necessary for effective instruction and support. As a result, the district observed an overall increase in graduation rates. More notably, the graduation rate for English Learners rose by 19.8 percentage points to 89.8%, and the graduation rate for homeless students increased by 15.4 percentage points to 87.1%. These are significant improvements and deserve recognition. However, it is important to acknowledge that MUSD serves a unique population, with many students entering a graduation cohort during their 11th or 12th grade year with little or no prior formal schooling. In these cases, meeting all graduation requirements within a limited timeframe is often not feasible. Despite these challenges, the district remains committed to providing the best possible educational services and access to resources that will prepare students for future opportunities. In addition, our educational partner feedback demonstrates strong support for all the elements of this action.

ELA – English Learners (EL):
English Learner performance in ELA has shown slight improvement, increasing from 11.51% in 2024–25 to 12.5% in 2025–26, but remains below the 2023–24 baseline of 13.09% and well below the 2026–27 goal of 19%. EL students continue to perform significantly below All Students (36.3% in 2025–26), indicating a persistent achievement gap and the need for continued emphasis on integrated language development and grade-level literacy support.

ELA – Low-Income (LI):
Low-income student performance in ELA increased from 33.62% in 2024–25 to 35.7% in 2025–26, slightly exceeding the 2023–24 baseline of 34.65%, but still below the 2026–27 goal of 40%. While progress is evident, a gap remains when compared to desired outcomes, suggesting a need for sustained academic supports and equitable access to high-quality instruction.

Math – English Learners (EL):
English Learner performance in Math improved from 11.15% in 2024–25 to 13.3% in 2025–26, surpassing the 2023–24 baseline of 9.43%, but still below the 2026–27 goal of 15%. Despite growth, EL students continue to underperform compared to All Students (24.5% in 2025–26), highlighting the need for continued support in academic language and conceptual understanding in mathematics.

Math – Low-Income (LI):
Low-income student performance in Math increased from 21.10% in 2024–25 to 24.2% in 2025–26, exceeding the 2023–24 baseline of 19.92%, but remaining just below the 2026–27 goal of 25%. Although steady progress is being made, continued focus on instructional supports and access to rigorous learning opportunities is necessary to close the gap and meet the established target.

Graduation Rate – English Learners (EL):
English Learner graduation rates have shown significant improvement, increasing from 55.2% in 2022–23 to 70.0% in 2023–24, and sharply rising to 89.8% in 2024–25. This upward trend reflects substantial growth and exceeds the 2025–26 goal of 58.2%. Despite this progress, continued monitoring is needed to ensure sustainability and to maintain alignment with the overall graduation rate (91.8% in 2024–25).

Graduation Rate – Low-Income (LI):
Low-income student graduation rates have steadily increased from 80.4% in 2022–23 to 84.2% in 2023–24, reaching 91.7% in 2024–25. This growth surpasses the 2025–26 goal of 83.4% and closely aligns with the All Students rate (91.8% in 2024–25), indicating strong progress in supporting low-income students toward successful graduation outcomes. Continued efforts will be important to sustain these high levels of achievement.

Action(s): 1.4, 1.8 & 1.9
Metric(s): ELA & Math CAASPP, ELPAC, EAP Ready, Reclassification Rate, Graduation Rate, A-G Rate, & Educational Partner Feedback
Effectiveness of Action(s): 1-Effective
Data Analysis:
Action 1.4: Academic Counselors
This action has been highly effective, particularly evident in the graduation rate improvements. All students showed an +11.1% increase, with remarkable gains for English Learners (+34.6%) and Homeless students (+35.8%). The A-G completion rate also improved significantly for all students (+7.5%) and English Learners (+14.6%), demonstrating the counselors' effectiveness in tracking and supporting student progress.

Action 1.8: Guidance Instructional Specialist
This action has been particularly effective in supporting improved graduation outcomes, with English Learners increasing by +34.6% and Homeless students increasing by +35.8% (current EL graduation rate is 89.8% and current Homeless graduation rate is 87.1%). These gains are closely aligned with the coordinated implementation of GIS support across multiple school levels, including Elementary schools, the High

School, and the Vice Principal support at the Junior High School, which has strengthened early identification, monitoring, and intervention for students at risk. In addition, GIS support has contributed to improved A–G completion rates (All students: +7.5%; English Learners: +14.6%), reflecting more consistent tracking of academic progress and more timely academic planning and course alignment. The integration of GIS systems and supports across sites has helped ensure that student needs are identified early and addressed through targeted interventions and coordinated supports across grade levels. Overall, educational partner feedback indicates strong support for this action and the multi-level implementation approach.

Graduation Rate – All Students:
The overall graduation rate has steadily increased from 80.7% in 2022–23 to 84.5% in 2023–24, reaching 91.8% in 2024–25. This upward trend exceeds the 2025–26 goal of 83.7%, reflecting strong systemwide improvement in supporting students toward graduation.

Graduation Rate – English Learners (EL):
English Learner graduation rates have improved significantly, rising from 55.2% in 2022–23 to 70.0% in 2023–24, and then to 89.8% in 2024–25. This substantial growth surpasses the 2025–26 goal of 58.2% and reflects a narrowing of the gap with All Students, though continued attention is needed to sustain these gains.

Graduation Rate – Homeless Students:
Graduation rates for homeless students increased markedly from 51.3% in 2022–23 to 71.7% in 2023–24, and further to 87.1% in 2024–25. This growth exceeds the 2025–26 goal of 54.3%, demonstrating significant progress in supporting one of the most vulnerable student groups, though a gap remains compared to All Students (91.8%).

Graduation Rate – Low-Income (LI):
Low-income student graduation rates improved from 80.4% in 2022–23 to 84.2% in 2023–24, reaching 91.7% in 2024–25. This performance surpasses the 2025–26 goal of 83.4% and is nearly identical to the All Students rate (91.8%), indicating strong and equitable outcomes for this student group.

EAP ELA – College Readiness
All Students:
The percentage of students meeting college readiness in ELA decreased slightly from 51.64% in 2023–24 to 50.58% in 2024–25, followed by a significant increase to 63.02% in 2025–26. This upward trend exceeds the 2026–27 goal of 55%, indicating strong improvement in overall college readiness in ELA.

English Learners (EL):
EL college readiness in ELA declined from 7.22% in 2023–24 to 3.17% in 2024–25, with a modest increase to 4% in 2025–26. Despite slight improvement, performance remains well below the 2026–27 goal of 10% and significantly below All Students, highlighting a persistent gap in college readiness.

Low-Income (LI):

Low-income student performance in ELA decreased slightly from 51.12% in 2023–24 to 49.8% in 2024–25, then increased substantially to 63.31% in 2025–26. This exceeds the 2026–27 goal of 54% and aligns closely with All Students, indicating strong overall outcomes for this group.

EAP Math – College Readiness
All Students:
Math college readiness increased from 16.78% in 2023–24 to 18.32% in 2024–25, and slightly to 19.49% in 2025–26. While growth is evident, performance remains just below the 2026–27 goal of 20%, indicating a need for continued focus on math readiness.

English Learners (EL):
EL college readiness in Math has remained at 0% across 2023–24, 2024–25, and 2025–26, showing no progress toward the 2026–27 goal of 3%. This highlights a significant and persistent gap requiring targeted intervention.

Low-Income (LI):
Low-income student performance in Math increased from 17.17% in 2023–24 to 17.53% in 2024–25, and to 19.47% in 2025–26. While nearing the 2026–27 goal of 20%, continued growth is needed to meet the established target.

A–G Completion Rate
All Students:
A–G completion rates increased significantly from 37.8% in 2022–23 to 50.4% in 2023–24, followed by a slight decline to 45.3% in 2024–25. Despite the decrease, performance remains above the 2025–26 goal of 40.8%, reflecting overall progress in college eligibility.

English Learners (EL):
EL A–G completion rates rose sharply from 13.2% in 2022–23 to 31.6% in 2023–24, then declined to 27.8% in 2024–25. Despite this drop, performance remains well above the 2025–26 goal of 16.2%, indicating improved access to college preparatory coursework, though a gap persists compared to All Students.

Low-Income (LI):
Low-income student A–G completion rates increased from 37.8% in 2022–23 to 50.4% in 2023–24, followed by a slight decrease to 45.1% in 2024–25. Performance remains above the 2025–26 goal of 40.8% and is closely aligned with All Students, indicating equitable access and outcomes.

CAASPP ELA & Math:
CAASPP results show continued growth in both ELA and Mathematics. For all students, performance increased from 35.33% to 36.3% in ELA and 20.45% to 24.5% in Mathematics from 2023–24 to 2025–26. English Learners decreased from 13.09% to 12.5% in ELA and increased from 9.43% to 13.3% in Mathematics, while Low-Income students increased from 34.65% to 35.7% in ELA and 19.92% to 24.2% in Mathematics. Homeless students student data is as follows for the 2024-25 year: ELA = 19.27% & Math = 13.34%. The Guidance Instructional Specialist supports these results by analyzing student achievement data, identifying learning needs, and coordinating targeted instructional interventions and support for students and teachers.

Action 1.9: Newcomer Orientation
While specific metrics for newcomer students aren't isolated, the overall improvements in EL graduation rates (+34.6%) and reclassification rates (+9.98%) suggest this orientation process is helping students and families navigate the system more effectively. With regards to the ELPAC proficiency rate, it went up from 11.27% in 2023/24 to 13.07% in 2024/25. The action appears to be setting a strong foundation for student success and our educational partners continue to demonstrate support for this action.

With regards to EAP readiness, the district went up by 1.17% in math and increased by 12.44% in ELA. Action 1.4 provides the high school with the needed support to work with all students to ensure that they graduate and at the same time meet the A-G requirements. The counselors along with the centralized registration process (District Registrar) have played a significant role in the increased graduation rate. The counselors work closely with teachers and staff to monitor and track students to ensure progress in particular the students belonging to the EL and Homeless subgroups. These two subgroups have continue to make significant growth as demonstrated by the 2025 dashboard. The A-G completion rate is still above the desired outcome rate of 40.8%; currently the A-G completion rate is at 45.3%. Actions 1.8 & 1.9 allow the district to provide staff that focus on the district's English Learners who in turn are also a part of the district's low-income student population. Action 1.9 provides the support and guidance when first enrolling into the school district. During the enrollment process students and families are helped with the assimilation process and provided with information regarding the district's supplemental services and programs. Action 1.8 provides all school sites with a dedicated English Learner Specialist; also known as the site's Guidance Instructional Specialist (GIS). These specialists are responsible for ensuring that all ELs are provided with the needed support services. The GIS also monitors EL academic progress and sets up interventions as needed. This past year, the reclassification rate increased from 14% to 16.08%.

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 1 Action 5 continues to include three years of LREBG Funds (26/27 and 27/28).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards Aligned Curriculum	The district will provide updated standards aligned curriculum in all core content areas including Special Education and Pre-K for the improvement of academic achievement of all students. The district will also look to update, replace, or replenish curriculum, curriculum resources, and other core related instructional materials as needed.	$926,100.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Progress Monitoring Via Technology	The district will monitor the progress of all students and subgroups via benchmark assessments and data disaggregation programs. To do this, the district must stay current with all technological advances and continue to improve on the infrastructure related to technology. This will provide support for academic progress and on-going analysis of student performance data. In addition, the district will maintain an up to date student information system (PowerSchool).	$436,700.00	No
1.3	Maintain IDEA Compliance	The district will monitor and guide the execution of a compliant Special Education Program. The Special Education Program will consist of social and emotional supports to ensure proper implementation of specific teaching strategies that will assist all students with disabilities in accessing Common Core instruction and other curricular areas. The district will also provide curricular and instructional resources for students with moderate to severe disabilities so that they can also access Common Core instruction. The district will also provide curricular and instructional resources for students with moderate to severe disabilities to ensure meaningful access to grade-level standards and instruction. In alignment with the district's CIM Plan, Mendota Unified has been identified for Targeted Level 2 for Performance Elements in both the 2025–2028 and 2026–2029 CIM cycles. As a result, the district will continue its continuous improvement process, which includes data analysis, collaboration with educational partners, targeted professional learning, and ongoing progress monitoring to strengthen IDEA implementation and improve outcomes for students with disabilities.	$3,984,656.00	No
1.4	Academic Counselors	Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, and transcripts, with priority on the promotion and graduation rates. To do this the district will retain the current Academic Counselors (GIA's) and necessary support staff - high school registrar.	$618,446.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Learning Interventions and Supports	The district will provide the following learning interventions and supports: *Supplemental Classroom Supplies *Reading Intervention Programs (RTI) *After-School Tutoring *Saturday Learning Opportunities *Summer Learning Opportunities *Enrichment Opportunities/Activities *Additional Time for Speech Therapist LREBG Funds: $733,098 - After-School Tutoring, Saturday School, and Summer School Metrics: 1.2 & 1.3 The needs assessment substantiated findings from the 2024 Dashboard and local data related to ELA and Math achievement. A review of state and local data indicates a need for greater academic support among SED students. This action directly addresses the need to increase access for students to engage more consistently in their education. This action aligns with allowable uses of funds in the areas of supporting students with ongoing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements to increase or improve pupils' college eligibility and accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning support. Research indicates that After-School Tutoring, Saturday School, and Summer School can be effective in improving ELA and Math achievement for students by providing targeted instruction and preventing summer learning loss, particularly for students from disadvantaged backgrounds. Additionally, when all three above mentioned offerings are well-designed with a focus on skill reinforcement and individualized support, they can lead to measurable academic gains and long-term improvements.	$3,201,899.00	Yes
1.6	Technology In & Out of the Classroom	The district will provide increased access to current technology that will help develop the necessary 21st Century skills. *Google Schools	$4,280,198.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*1:1 initiative (1 device per student) *Adaptive skills building supplemental digital programs *Credit recovery programs *High speed internet		
1.7	Paraprofessionals	The district will continue to provide paraprofessionals at all school sites. In addition, to address the Red indicator at Mendota Elementary (ELPI 2023 Dashboard), the district will provide paraprofessionals and continue to hire based on need and student academic data.	$1,072,140.00	Yes
1.8	Guidance Instructional Specialist	The LEA completed a needs assessment to examine the root causes of low graduation rates for ELs and homeless students. To address the following Reds on the 2023 Dashboard: LEA Level Graduation Rate: Els & Homeless Mendota Unified will provide the following Graduation Support: *GIS (Elementary & High School) *VP position at Mendota Junior High	$877,785.00	Yes
1.9	Newcomer Orientation	To assist with the process of assimilation into the district and to ensure that families and their students know about the resources available to them, the district will continue to provide "Newcomer Orientation" for new students entering the district. *Centralized Registration *District Registrar	$119,198.00	Yes
1.10	Class Size Reduction	The district will continue to provide smaller class sizes for grades 4-12.	$1,524,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Curricular Oversight	To address the following school-level Reds on the 2023 Dashboard: McCabe Elementary SWD - ELA Mendota Junior High School EL & SWD - ELA & Math Mendota High School EL - ELA & Math The district will provide Curricular and instructional oversight. *District Director of Instruction and curriculum	$219,564.00	Yes
1.12	English Learner & LTEL Program Interventions and Supports	Mendota Unified will provide the following English Learner & LTEL Program Interventions and Supports: *Reading Intervention Programs *Tutoring *Saturday Learning *Summer Learning *Adaptive Computer *Supplemental Curriculum *Enrichment Opportunities/Activities *Supplemental Classroom Supplies	$750,000.00	Yes
1.13	DA Action: LTEL Support	DA Qualifying Groups: LTEL ELA & Math: LTEL Suspension: LTEL Mendota Unified was identified for Differentiated Assistance (DA) due to Long-Term English Learners (LTELs) receiving red indicators in both suspension rates and academic performance in ELA and Math. In response, Mendota will collaborate with the Fresno County Superintendent of Schools (FCSS) to analyze both Dashboard and local data in order to identify the root causes contributing to the high suspension rates and low academic outcomes for this student group. The district will study district systems through a cycle of continuous improvement to implement changes that improve student outcomes. This process will include community partners in a needs assessment and implement improvement efforts specifically designed to support positive	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		student outcomes. The LEA team includes administrators (site and district), counselors, other school site staff, and county-level experts. The Plan-Do-Study-Act (PDSA) cycle is an important aspect of the improvement process and will allow for testing a change in the real work setting — by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method adapted for action-oriented learning. After testing a change on a small scale, learning from each test, and refining the change through several PDSA cycles, the team will implement the change on a broader scale. Additional support(s) for LTELs in this plan to address these areas can be found in: Goal 1: Action 5, 7, 8, & 12 Goal 2: Action 6 Goal 3: Action 5		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide safe schools with many opportunities for involvement for all students including the district's student subgroups and parents.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because a closer look at data shows that Mendota Unified School District needs to decrease the following rates chronic absenteeism and high school dropout, and increase overall Parent Involvement/engagement. The actions and metrics associated with this goal were chosen specifically to create new opportunities for engagement and improve upon currently offered engagement opportunities for all students including the subgroups. These actions/services will contribute to improvement in the average daily attendance rate, CTE participation and completer rates, and result in overall gains academically in addition to the contribution of closing any existing achievement gaps. The metrics will illustrate the year-to-year growth of both all students and student subgroups with performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: Calpads Fall 1 (1.9)	0% Data Year: 2023-24 Data Source: Calpads Fall 1 (1.24)	0% Data Year: 2024-25 Data Source: Calpads Fall 1 (1.24)	0% Data Year: 2025-26 Data Source: Calpads Fall 1 (1.9)	0% (No difference)
2.2	High School Dropout Rate	All = 16.4% EL = 37.5%	All = 12.8% EL = 25.7%	All = 5.7% EL = 7%	All = 14.9% EL = 36%	All = -10.7% EL = -30.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income = 16.4% Data Year: 2022-23 Data Source: DataQuest	Low Income = 13.0% Data Year: 2023-24 Data Source: DataQuest	Low Income = 5.8% Data Year: 2024-25 Data Source: DataQuest	Low Income = 14.9% Data Year: 2025-26 Data Source: DataQuest	Low Income = -10.6%
2.3	CTE Pathway Completion Rate	All = 38.8% EL = 8.3% Low Income = 38% Data Year: 2022-23 Data Source: Calpads EOY 1 (3.20)	All = 38% EL = 3.6% Low Income = 45.1% Data Year: 2023-24 Data Source: Calpads EOY 1 (3.20)	All = 44.1% EL = 1% Low Income = 41.4% Data Year: 2024-25 Data Source: Calpads EOY 1 (3.20)	All = 41.8% EL = 11.3% Low Income = 41% Data Year: 2025-26 Data Source: Calpads EOY 1 (3.20)	All = +5.3% EL = -7.3% Low Income = +3.4%
2.4	A-G Completion & CTE Pathway Completion Rate	18.4% Data Year: 2022-23 Data Source: CalPads EOY 1 (3.20 & 1.23)	23.9% Data Year: 2023-24 Data Source: CalPads EOY 1 (3.20 & 1.23)	29.2% Data Year: 2024-25 Data Source: CalPads EOY 1 (3.20 & 1.23)	21.4% Data Year: 2025-26 Data Source: CalPads EOY 1 (3.20 & 1.23)	+10.8%
2.5	Attendance Rate	87% Data Year: 2022-23 Data Source: District ADA	88.1% Data Year: 2023-24 Data Source: District ADA	89.8% Data Year: 2024-25 Data Source: District ADA	90% Data Year: 2025-26 Data Source: District ADA	+2.8%
2.6	Chronic Absenteeism Rate	All = 22% EL = 20.4% Low Income = 22% Data Year: 2022-23	All = 15.16% EL = 14.16% Low Income = 15.14%	All = 11.87% EL = 10.79% Low Income = 11.91%	All = 20.5% EL = 18.9% Low Income = 20.5%	All = -10.13% EL = -9.61% Low Income = -10.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Calpads EOY 3 (14.1)	Data Year: 2023-24 Data Source: Calpads EOY 3 (14.1)	Data Year: 2024-25 Data Source: Calpads EOY 3 (14.1)	Data Year: 2025-26 Data Source: Calpads EOY 3 (14.1)	
2.7	Suspension Rate	LEA Level All = 5.5% EL = 4.9% SWD = 6.3% SED SWD = 6.1% Low Income = 5.6% McCabe Elem SWD = 10.9% SED SWD = 11.3% Mendota JH All Students = 14.9% EL = 17.8% SED = 14.9% SED SWD=14.3% SWD = 14.3% Hisp = 14.9% SED Hispanic= 14.3% Mendota High All Students = 6.3% EL = 7.4% Homeless = 11.5% SED = 6.4% Hisp = 6.3% SED Hispanic = 5.4% Data Year: 2022-23 Data Source: DataQuest & local data	LEA Level All = 6.9% EL = 6.9% SWD = 5.5% SED SWD = 5.5% Low Income = 7.0% McCabe Elem SWD = 4.8% SED SWD = 4.8% Mendota JH All Students = 12.4% EL = 17.7% SED = 12.5% SED SWD =10.7% SWD = 10.7% Hisp = 12.5% SED Hispanic = 12.6% Mendota High All Students = 9.5% EL = 13.1% Homeless = 4.8% SED = 9.7% Hisp = 9.4% SED Hispanic = 9.6%	LEA Level All = 4.9% EL = 5.3% SWD = 3.6% SED SWD = 3.6% Low Income = 5.0% McCabe Elem SWD = 1.8% SED SWD = 1.8% Mendota JH All Students = 10.1% EL = 16.3% SED = 10.3% SED SWD = 10.3% SWD = 10.3% Hisp = 10.1% SED Hispanic = 10.3% Mendota High All Students = 7.0% EL = 11.8% Homeless = 10.0% SED = 7.2% Hisp = 7%	LEA Level All = 4.6% EL = 4.0% SWD = 5.4% SED SWD = 5.2% Low Income = 4.7% McCabe Elem SWD = 10% SED SWD = 10.4% Mendota JH All Students = 14% EL = 16.9% SED = 14% SED SWD = 13.4% SWD = 13.4% Hisp = 14% SED Hispanic = 13.4% Mendota High All Students = 5.4% EL = 6.5% Homeless = 10.6% SED = 5.5% Hisp = 5.4%	LEA Level All = -0.6% EL = +0.4% SWD = -2.7% SED SWD = -2.5% Low Income = -0.6% McCabe Elem SWD = -9.1% SED SWD = -9.5% Mendota JH All Students = -4.8% EL = -1.5% SED = -4.6% SED SWD = -4% SWD = -4% Hisp = -4.8% SED Hispanic = -4% Mendota High All Students = +0.7% EL = +4.4% Homeless = -1.5% SED = +0.8% Hisp = +0.7% SED Hispanic = +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: DataQuest & local data	SED Hispanic = 7% Data Year: 2024-25 Data Source: DataQuest & local data	SED Hispanic = 4.5% Data Year: 2025-26 Data Source: DataQuest & local Data	
2.8	Expulsion Rate	0.4% Data Year: 2022-23 Data Source: DataQuest	0.6% Data Year: 2023-24 Data Source: DataQuest	0.4% Data Year: 2024-25 Data Source: DataQuest"	Maintain or Below 0.5% Data Year: 2025-26 Data Source: DataQuest	0% (No Difference)
2.9	Sense of School Safety & Connectedness	Sense of School Safety 5th Grade = 71% 7th Grade = 67% 9th Grade = 61% 11th Grade = 59% Teachers = 61% Parents = 55% School Connectedness 5th Grade = 62% 7th Grade = 60% 9th Grade = 51% 11th Grade = 53% Teachers = 51% Parents = 54% Data Year: 2023/24 Data Source: California Healthy Kids Survey	Sense of School Safety 5th Grade = 72% 7th Grade = 54% 9th Grade = 69% 11th Grade = 87% Teachers = 64% Parents = 45% School Connectedness 5th Grade = 70% 7th Grade = 48% 9th Grade = 67% 11th Grade = 75% Teachers = 55% Parents = 47% Data Year: 2024/25	Sense of School Safety 5th Grade = 74% 7th Grade = 64% 9th Grade = 83% 11th Grade = 79% Teachers = 62% Parents = 64% School Connectedness 5th Grade = 64% 7th Grade = 59% 9th Grade = 67% 11th Grade = 70% Teachers = 57% Parents = 66% Data Year: 2025/26	Sense of School Safety 5th Grade = 74% 7th Grade = 70% 9th Grade = 64% 11th Grade = 62% Teachers = 64% Parents = 58% School Connectedness 5th Grade = 65% 7th Grade = 63% 9th Grade = 54% 11th Grade = 56% Teachers = 54% Parents = 57% Data Year: 2026/27	Sense of School Safety 5th Grade = +3% 7th Grade = -3% 9th Grade = +22% 11th Grade = +20% Teachers = +1% Parents = +9% School Connectedness 5th Grade = +2% 7th Grade = -1% 9th Grade = +16% 11th Grade = +17% Teachers = +6% Parents = 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: California Healthy Kids Survey	Data Source: California Healthy Kids Survey	Data Source: California Healthy Kids Survey	
2.10	Seeking Parent Input and Promotion of Parent Participation in Programs for All Students (including the unduplicated students and students with exceptional needs)	4 out of 5 (Full Implementation) Data Year: 2023-24 Data Source: Self Evaluation tool-CDE	4.02 out of 5 (Full Implementation) Data Year: 2024-25 Data Source: Self Evaluation tool-CDE	4.2 out of 5 (Full Implementation) Data Year: 2025-26 Data Source: Self Evaluation tool-CDE	4.6 out of 5 (Full Implementation) Data Year: 2026-27 Data Source: Self Evaluation tool-CDE	+0.2
2.11	Access to A Broad Course of Study	100% Data Year: 2023-24 Data Source: Teacher and/or Master Schedule	100% Data Year: 2024-25 Data Source: Teacher and/or Master Schedule	100% Data Year: 2025-26 Data Source: Teacher and/or Master Schedule	100% Data Year: 2026-27 Data Source: Teacher and/or Master Schedule	0% (No difference)
2.12	Other Pupil Outcomes: CCI Indicator	43.6% Prepared for College/Career 8.3% = ELs 43.6% = LI Data Year: 2022-23 Data Source: Dashboard	44.6% Prepared for College/Career 18.6% = ELs 44.2% = LI Data Year: 2023-24 Data Source: Dashboard	47.3% Prepared for College/Career 21.9% = ELs 47.1% = LI Data Year: 2024-25 Data Source: Dashboard	46.6% Prepared for College/Career 11.3% = ELs 46.6% = LI Data Year: 2025-26 Data Source: Dashboard	+3.7% = All +13.6% = ELs +3.5% = LI

Goal Analysis [2025-26]

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

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

All actions for goal #2 of the 2025-26 LCAP were implemented as planned.

When reviewing action implementation for the 2025-26 LCAP, actions were implemented in the same manner as the prior year.

Action #1 (Information Technology) - Every school year, since the closure of schools in 2020-21, the district's technology use and needs have increased significantly. Therefore, the execution of this action is vital to ensuring that our students continue to have access to the most current technology, digital resources, and methods of teaching and learning. (This action was implemented the same as the prior year.)

Action #2 (Materials/Supplies for Core Offerings) - Execution of this action allows all district offerings to be supported with the resources and materials needed to ensure that learning takes place. It also supports the engagement of our students in a broad course of study. Furthermore, this action ensures that all core offerings are maintained with updated/current developments and or trends in terms of teaching and learning. (This action was implemented the same as the prior year.)

Action #3 (Transportation) - The district continues to provide transportation to all students living within and outside of city limits. Many of our families rely/depend on this service. Educational partner input demonstrates that this is a valued and needed service and that the district should continue to provide it. (This action was implemented the same as the prior year.)

Action #4 (Communication & Outreach) - To gain parental support and engagement communication is needed. The implementation of this action ensures that all are notified and maintained informed. An auto-dialer system is used; this system sends out both voice messages and text messages. The district's website is also used to inform our partners of events, meetings, and other pertinent information. All messaging is done in both Spanish and English. (This action was implemented the same as the prior year.)

Action #5 (Mental & Physical Health) - The need for mental health services continues to increase. Fortunately, through the execution of this action the district has been able to provide psychologists to address the increased need. The school psychologists apply scientific principles of learning and behavior to support students' academic, social, and emotional well-being, working with students, families, and educators to help create safe and effective learning environments. Most importantly, the psychologists play a critical role in assisting site leadership with the development and implementation of intervention strategies tailored to individual student needs that may address academic, behavioral, and social-emotional concerns. Furthermore, the implementation of this action provides the district with a registered nurse. This nurse has been instrumental in assisting the district with the interpretation and implementation of the guidelines provided by state and local health authorities with regards to viruses. In addition, the registered nurse assists in the development of special plans/services needed for students with disabilities (or any other student who needs special care/treatment) along with providing routine care/medical treatments to minimize the amount of time these students have to be out of school. Due to the increasing enrollment trends in the district the demands for these services have also increased. To assist in this area, the district moved to hire a health coordinator during the 2023-24 school year with desirable credentials and certifications to be able to assist the district’s registered nurse. Together the registered nurse and health coordinator work to provide preventative and screening services, health education, and assistance with health decision-making. They also ensure that all MUSD students are immunized against preventable diseases. (This action was implemented the same as the prior year.)

Action #6 (Safe School Environment) - This action has been one of the most supported actions in our past and present plans. A core value of our district is safety, and it is believed that before teaching and learning can take place, everyone must feel safe. According to the California Healthy Kids Survey conducted in Spring 2026, approximately 75% of students who completed the survey perceive our schools to be safe, representing a 10% increase from the previous year. Having a health aide at each school site to continue the work of the registered nurse described above on a daily basis is critical to creating the safe school environment the district seeks to provide. Health aides play an important role in fostering safe and supportive school environments by addressing health needs, promoting student well-being, and serving

as advocates for students, staff, and families. They also contribute to a safe learning environment by identifying and addressing environmental health concerns and participating in violence prevention and disaster preparedness efforts. The district has also continued to strengthen its security measures. As part of this action, weapons detection systems were purchased and implemented to enhance school safety. In addition, Interquest Detection Canines of Fresno were utilized to provide additional security and support the district's efforts to identify and deter the presence of weapons and other prohibited items on school campuses. Unfortunately, safety and the perception of safety can be affected by external factors outside of the district's control. Furthermore, as the district grows and school sites approach enrollment capacity, additional safety concerns may surface, making the implementation of this action critical to fulfilling the goals and services outlined in this plan. Time to Teach and Restorative Justice are examples of behavior programs that the district continues to use to support a safe and positive learning environment. Although suspension rates have increased slightly since the end of the pandemic, this is expected to some degree due to increasing enrollment and the fact that students participated in distance learning during the 2020–21 school year. Nevertheless, the initiatives included in this action provide schools with the structure and resources needed to maintain a safe school environment. Based on growing national safety concerns, local feedback, and district priorities, MUSD will continue to implement this action and support the hiring of campus monitors and school resource officers. The continued use of health aides, behavior support programs, campus monitors, school resource officers, weapons detection systems, and Interquest Detection Canines will provide a comprehensive approach to enhancing school safety and supporting an environment where students and staff can feel secure and focus on teaching and learning.

Action #7 (Parent & Educational Partner Participation/Engagement) - This action has been implemented as planned and was expanded on to ensure that parents of ELs and LI students feel comfortable and valued by providing and creating a welcoming, inclusive, and culturally responsive environment through the use of decorations and signage at school and district events (overall, a culturally responsive environment can contribute to a stronger sense of belonging, improve school connectedness, and encourage greater family participation among EL parents and low-income families). All school sites including the district have contracted with agencies to host parent trainings and workshops. Through the execution of this action child care has been provided to ensure that participating parents can fully engage. In addition, this action has also allowed this district to provide materials and resources for successful delivery of parent engagement opportunities.

Action #8 (21st Century Learning Environments & Opportunities) - Since the year of "distance-learning", staying current with digital and technology demands is a must. To ensure that our ELs and LI students have the resources to continue to engage with the methods of the 21st century during and after school this action is a must. This year, the district continued to provide internet service for all students in need and was able to support the technology improvements at all school sites. The library media specialists at all sites have been instrumental in ensuring that the libraries are current with resources and materials that support our students. A major point of celebration is the district’s Junior High MESA Team. In previous school years, this team has earned national recognition for their innovative creations. Lastly, the contract with the county for IT support and professional development has allowed the teachers and paraprofessionals to continue to grow in an area that is always improving. This training has allowed for student academic growth both inside and outside of the classroom. (This action was implemented the same as the prior year.)

Action #9 (College & Career Readiness) - The high school Dual Enrollment Program continues to thrive, with a steady increase in the number of students graduating with an Associate of Arts (AA) degree. Successful implementation of this program has required intentional collaboration with West Hills Community College, careful course selection, comprehensive student advising, and effective enrollment and credit transfer management. These coordinated efforts have resulted in expanded access to college coursework, allowing students to earn

college credit and gain a significant head start on their postsecondary education. Career Technical Education (CTE) programs remain a significant strength of the high school. Student survey data indicate high levels of interest and motivation in CTE offerings. This action has enabled the district to sustain existing programs while continuing to maintain and improve associated facilities. Effective CTE implementation requires a multifaceted approach, including strong external partnerships, relevant and rigorous curriculum, and sustainable funding. To further support hands-on, experiential learning, improvements have been made to the FFA program. Mendota High School now has a fully operational barn facility equipped with the necessary infrastructure and materials to support agricultural education, leadership development, personal growth, and career readiness through school-based learning and competitive events. According to the 2025 California School Dashboard, 47.3% of students are identified as Prepared on the College/Career Indicator (CCI). A closer analysis shows that English Learners increased by 2.6 percentage points compared to the prior year, demonstrating the effectiveness of these actions. The Homeless student subgroup also made notable gains, increasing college and career readiness to 32.3%, an improvement of 8.3 percentage points from the previous year. In Mendota, many students identified as homeless are also newcomer students living in doubled-up housing situations. While the district enrolls a significant number of newcomer students (EL/Homeless) who, due to immediate needs and limited academic histories, may face challenges in attaining graduation or A–G completion, this action provides critical opportunities, resources, and materials—including technology, art, and music supplies—that support progress toward college and career readiness for all students. Additionally, the district has expanded access to the arts by adding two elementary band teachers, allowing music instruction to be offered across all elementary schools. At the secondary level, the addition of a drama teacher has been positively received by students and the broader school community. Given that this program had not been offered for many years, there is a substantial need for instructional materials and supplies. This action supports the reestablishment and continued growth of the program, ensuring students have access to well-rounded educational opportunities.

Action #10 (Attendance) - Attendance is a priority. If students are not present, they are missing instruction. So, our attendance clerks are a vital part of our attendance initiatives. The clerks are responsible for verifying/validating absences and for maintaining SARB records. Through this action all school sites have an attendance clerk. These clerks also ensure that daily attendance is taken and maintain the attendance records in the district's student information system. Current dashboard data indicates that the district’s chronic absenteeism rate declined from 15.16% to 11.87%. It is believed that through the execution of this action, improvements on the chronic absenteeism rate have been made and will continue to be made. Educational partner feedback demonstrates that they are in full support of this action and would like the district to continue implementing it.

Action #11 (Facility Improvements) - District enrollment has increased since the implementation of this plan, and data reflect growth in A–G completion, VAPA participation, and overall college and career preparedness. However, facility inspections and site-level feedback indicate that many existing instructional spaces are not adequately sized or equipped to support continued enrollment growth or the full range of instructional programs needed to sustain and improve outcomes in these areas. Outdated and undersized classrooms, performance spaces, science labs, and elective rooms limit the district’s capacity to provide rigorous A–G coursework, high-quality VAPA instruction, and comprehensive college- and career-aligned programs. As the district expands academic and enrichment opportunities, the need for modernization has become increasingly evident. This action has enabled the district to identify, prioritize, and implement targeted renovations and expansions to instructional spaces where needs are most critical, ensuring facilities are better aligned to support high-quality instruction and improved student outcomes. (This action was implemented the same as the prior year.)

Action #12 (Engagement Opportunities) - Ensuring that all students have an opportunity to participate in something outside of the classroom is a priority. Therefore, implementation of this action is important. This action has allowed the district to provide our students with engagement opportunities beyond the regular day classroom experience. (This action was implemented the same as the prior year.)

Action #13 (Personal Protection Equipment) - PPE continues to be a priority as many students and staff continue to use it. In an effort to create a safe learning environment the district continued to provide PPE and sanitize facilities as needed/required. All this in an effort to keep students and staff in school and also to mitigate the spread of any virus.

Successes - The district has demonstrated meaningful progress across several key student outcome metrics. High school dropout rates have declined significantly, with especially notable gains among English Learners, reflecting the impact of targeted interventions and supports. Attendance rates have steadily improved while chronic absenteeism has been reduced by nearly half, indicating stronger student engagement and more consistent school participation. College and career readiness indicators also show positive momentum, as both A-G completion and CTE pathway completion rates have increased, along with an overall rise in the percentage of students considered prepared for college and career. In addition, suspension rates have trended downward overall, suggesting improvements in school climate and student behavior. Perception data further supports this trend, with increases in students' sense of safety and school connectedness, particularly at the secondary level. Parent engagement has remained strong and continues to grow, demonstrating the district's success in maintaining meaningful family involvement in the educational process.

Challenge(s) - Despite these gains, several challenges remain that require continued attention. Performance among English Learners is inconsistent across metrics, with a concerning decline in CTE pathway completion rates, pointing to potential barriers in access or support. Suspension rates, while improved overall, remain disproportionately high at certain school sites and among specific student groups, including English Learners and socioeconomically disadvantaged students. Perceptions of school safety among parents have fluctuated, indicating a need to strengthen communication and trust with families. Although the expulsion rate has returned to target levels, a temporary increase highlights the importance of sustaining proactive behavioral supports. Additionally, gaps in available data, particularly at the middle school level, limit the district's ability to fully assess progress in some areas. Persistent disparities among student subgroups further underscore the need for more targeted strategies to ensure equitable outcomes for all 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.

All 13 actions found within this goal were carried out as planned. However, it is estimated that not all budgeted funds will be used. The following action will have a difference between budgeted expenditures and estimated actual expenditures: 9 & 11 .

To fully complete the execution of these actions/services for the school year, the district used or will use other "one-time" funding sources that have been made available and are in alignment with this goal and its actions/services.

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

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #2 helped make progress towards the district's goal of providing safe schools with many opportunities for involvement for all students including the district's student subgroups and parents.

Action(s): 2.1
Metric(s): College & Career Readiness & Educational Partner Feedback
Effectiveness of Action(s): 3-Effective
Data Analysis: This action has been effective in supporting college and career readiness. The College/Career Indicator (metric 2.12) shows improvement for all students (+3.7% from baseline), with particularly strong gains for English Learners (+13.6% from baseline). Low Income students also improved (+3.5% from baseline), demonstrating that technology access is helping close the digital divide. The district's dual enrollment program continues to flourish. The number of students that are graduating with an AA degree has been steadily increasing. The CTE programs are also a showcase of our high school. Interest and motivation for our CTE offerings is high according to feedback gathered from a student survey. This action has allowed the district to continue the CTE offerings and to continue to maintain and make improvements to the respective facilities.

The effective execution of this action is instrumental to the successful implementation of the district's dual enrollment program and other initiatives that directly contribute to continued growth in the College/Career Indicator. Ongoing support of this action ensures that qualifying students have access to the opportunities and resources necessary to attain college and career preparedness status. Additionally, providing students with updated and current technology remains critical to ensuring equitable access to online college coursework and curriculum, further strengthening outcomes across all student groups.

Action(s) 2.3: Transportation
Metric: Chronic Absenteeism
Effectiveness of Action(s): 3-Effective
Transportation services have been highly effective in improving attendance and reducing chronic absenteeism. The chronic absenteeism rate (metric 2.6) decreased significantly for all students (-10.13% from baseline), English Learners (-9.61% from baseline), and Low Income students (-10.09% from baseline). The attendance rate (metric 2.5) improved by +2.8% from baseline.

Action(s): 2.4, 2.5, 2.10, 2.12 & 2.13
Metric(s): Chronic Absenteeism, High School Dropout, & Educational Partner Feedback
Effectiveness of Action(s): 3-Effective
Data Analysis: The chronic absenteeism data demonstrate substantial and consistent improvement across all student groups since the baseline year. At baseline (2022–23), the chronic absenteeism rate was 22% for All Students and Low Income students, and 20.4% for English Learners. By Year 2 (2024–25), rates declined significantly to 11.87% for All Students, 10.79% for English Learners, and 11.91% for Low Income students, representing nearly a 50% reduction from baseline levels.

In 2022–23, MUSD was identified for Differentiated Assistance and partnered with the County Office of Education to address chronic absenteeism. Through a comprehensive root cause analysis and technical assistance process conducted in spring and summer 2023, the

district identified key attendance barriers and implemented targeted strategies beginning in the 2023–24 school year. These strategies have continued into the current year and have proven to be meaningful and effective.

The improvement in attendance is directly supported by the coordinated implementation of Actions 2.4, 2.5, 2.10, 2.12, and 2.13. Action 2.4 (communication and outreach) has strengthened family engagement through more consistent, proactive, and culturally responsive communication, improving school-home connections and early response to attendance concerns. Action 2.5 (mental and physical health services) has supported students by addressing underlying barriers to attendance, including wellness, behavioral health, and basic needs that impact consistent school participation. Action 2.10 (attendance clerks) has improved the accuracy, consistency, and timeliness of attendance tracking, enabling earlier identification of attendance trends and faster intervention. Action 2.12 (engagement opportunities) has increased student connection to school through meaningful participation opportunities that promote belonging and reduce disengagement. Action 2.13 (personal protective equipment) has continued to support student health and safety, helping remove health-related barriers that can contribute to absences.

Additional improvements include increased collaboration between site principals and attendance clerks, more proactive family outreach, enhanced attendance data systems, and ongoing professional development focused on early intervention strategies. District-level attendance team meetings further ensure alignment and accountability across sites. To reduce structural barriers, MUSD continues to provide free transportation for all students, including those living outside the one-mile radius from school (Action 2.3).

Feedback from educational partners, including surveys and advisory input, indicates strong support for these actions and recognizes their combined impact as a key driver in improving attendance among historically underserved student groups. These services are also frequently utilized as part of SARB-related attendance intervention plans, providing structured supports for students requiring additional attendance recovery and monitoring.

High School Dropout Rate data also indicate significant and sustained improvement across all student groups since baseline. At baseline (2022–23), the dropout rate for All Students and Low Income students was 16.4%, while English Learners experienced a rate of 37.5%. By Year 2 (2024–25), dropout rates declined to 5.7% for All Students, 5.8% for Low Income students, and 7.0% for English Learners, reflecting substantial progress and a narrowing of long-standing gaps.

However, it remains important to note that the enrollment of newcomer students entering the graduation cohort in 10th, 11th, or 12th grade with limited or no prior formal education continues to impact overall dropout rates. These students often face significant academic and structural barriers to meeting graduation requirements within a four-year timeline. While these challenges cannot be fully mitigated, the district remains committed to providing individualized supports and access to services that promote long-term academic success.

Overall, Actions 2.4, 2.5, 2.10, 2.12, and 2.13 have been effective in reducing chronic absenteeism and supporting improvements in graduation and dropout outcomes. The district will continue to invest in communication, health and wellness supports, attendance monitoring systems, engagement opportunities, and safety-related resources to sustain and further these gains.

Action(s): 2.6
Metric(s): Suspension, Expulsion, McCabe Suspension (all students), MJHS Suspension (LI, SWD, & LI-Hispanic), MHS Suspension (LI-Hispanic & Homeless), and Educational Partner Feedback

Additional metrics include: McCabe Suspension: All students, MJHS Suspension: low-income SWD, low-income Hispanic, MHS: Suspension: low-income Hispanic, Homeless
Effectiveness of Action(s): 3-Effective
Data Analysis: Action 2.6 was developed to support a safe, healthy, and inclusive school environment through the implementation of behavior support systems like PBIS and Suite 360, the placement of campus monitors and school resource officers (SROs), the presence of health aides at school sites, and the installation of vape detection systems at secondary campuses. These resources aim to reduce student misconduct, improve campus climate, and promote positive behavior, especially among high-needs subgroups.

Overall, suspension rates across the district demonstrate a positive downward trend, indicating meaningful progress toward improved student behavior and school climate. When comparing baseline data to the 2025–26 mid-year update (Year 2), most student groups and school sites show reductions in suspension rates, with several subgroups already meeting or outperforming the Year 3 targets. At the district wide level, suspension rates for All Students declined from a baseline of 5.5% to 4.9% in Year 2, reflecting sustained improvement despite a slight increase observed in Year 1. Notably, English Learners improved from 4.9% at baseline to 5.3% in Year 2, remaining close to the Year 3 target and showing stabilization after the Year 1 increase. Students with Disabilities (SWD) and SED SWD experienced substantial reductions, with Year 2 rates (3.6%) well below baseline and target outcomes. Low Income students also demonstrated improvement, declining from 5.6% at baseline to 5.0% in Year 2. At the elementary level (McCabe Elementary), suspension rates for SWD and SED SWD decreased dramatically from double-digit baseline rates (10.9% and 11.3%, respectively) to 1.8% in Year 2, significantly surpassing Year 3 targets and indicating highly effective site-level behavioral supports. At Mendota Junior High, suspension rates declined consistently across all student groups. All Students decreased from a baseline of 14.9% to 10.1% in Year 2, with similar reductions observed among English Learners, SWD, Hispanic, and SED subgroups. These improvements reflect steady progress toward Year 3 targets and improved implementation of behavior interventions at the secondary level. At Mendota High School, suspension rates showed improvement from the Year 1 spike, with All Students decreasing from 9.5% in Year 1 to 7.0% in Year 2. While rates remain slightly above baseline levels for some subgroups, the downward trend in Year 2 suggests corrective measures and supports are beginning to yield positive results. English Learners, Hispanic students, and Students with Disabilities all experienced measurable reductions compared to the previous year.

In summary, the data indicate that districtwide and site-specific behavior supports are having a positive impact, particularly for historically overrepresented student groups such as Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. While continued focus is needed—especially at the high school level—the overall reduction in suspension rates and progress toward Year 3 targets demonstrate that current actions and interventions are effective and should be sustained.

Additionally, qualitative data and conversations with secondary site leads indicate that a lot of suspensions are a result of an increase in vaping (Mendota Continuation & Mendota High School). Therefore, moving forward the district will provide education in this area in an effort to prevent. It is also important to point out that MUSD has used this action to purchase vape detection sensors for the secondary schools to serve as a deterrence. Lastly, educational partner feedback demonstrates that this action is one of the most popular actions found within this plan. Therefore, MUSD will continue to execute this action as planned and it is expected that the suspension rate will decrease and the expulsion rate will be maintained.

Action(s): 2.2, 2.8, 2.9, & 2.11
Metric(s): A-G , CTE, CCI, & Educational Partner Feedback
Effectiveness of Action(s): 3-Effective

Ensuring that core instructional programs (Action 2.2) are fully supported with appropriate materials, supplies, equipment, and facilities is essential to achieving the outcomes associated with these actions. Data indicate that these actions are effective in advancing college and career readiness. The district's A–G completion rate has increased to 45.3%, exceeding the Year 3 target of 40.8%. Additionally, the EL and Low-income students have also surpassed their A-G completion target rates. The EL A-G completion rate is now at 27.8% and their set target rate was 16.2% and the Low-income target rate was 40.8% and they are now at 45.1%. Since the 2022–23 school year, high school leadership has strengthened systems for tracking and monitoring student progress toward graduation, with particular attention to student subgroups. These focused efforts have contributed to improvements in overall graduation outcomes and have enhanced staff capacity to identify and address student needs related to A–G completion and CTE pathway participation.

According to the 2025 California School Dashboard, the College/Career Indicator increased to 47.3% prepared, up from 43.6% in 2023. It is important to note that the district continues to enroll newcomer and immigrant students who enter cohorts during their 11th or 12th grade year, often with limited or no transferable credits. For example, the graduating class of 2023 included 13 newcomer students who enrolled during their 12th grade year with no prior credits from U.S. schools. While cohort size increased, the number of potential A–G completers did not, which impacts A–G and related outcome rates. Despite this ongoing challenge, the district remains committed to improving outcomes through continued implementation of these actions and by providing expanded opportunities for student advancement (Action 2.8). This is clearly demonstrated as the CTE completion rate has gone up by 5.3% since the baseline year (2023). The Low Income student CTE completion rate has also improved significantly since the baseline year (38% in 2023 to 41.4% in 2025). However, the English Learner (EL) subgroup has not demonstrated comparable gains in CTE completion. A contributing factor may be that many EL students are required to enroll in designated English Language Development and academic intervention courses, which can limit access to CTE coursework.

The district's Dual Enrollment Program (Action 2.9) exemplifies the effectiveness of this work, with an increasing number of students graduating with both a high school diploma and an Associate of Arts degree. Additionally, participation in Career Technical Education programs, including Future Farmers of America (FFA) (Action 2.9), has continued to grow. These programs provide students with hands-on learning experiences, leadership development, and career-ready skills. While some CTE accomplishments may not be fully captured in reported metrics, student success is evident through increased engagement, competition participation, and local recognition. Strong partnerships with educational and community partners further support the sustainability and growth of these programs.

Facility improvements and modernization efforts (Action 2.11) are essential to meeting the increasing demand for high-quality A–G, CTE, and extracurricular programs. In addition to maintaining safe and functional learning environments, these funds support upgrades that enhance student engagement and participation districtwide. Educational partner feedback indicates strong support for these actions, particularly as they provide English Learners and Low Income students with access to 21st-century learning environments, current technology, and modern instructional practices. Based on performance trends and stakeholder input, the district will continue implementing these actions and ensure that high school counselors consistently monitor student progress to support successful completion of A–G coursework, CTE pathways, and college and career readiness outcomes. The successes of these actions are is also demonstrated by the metric that measures the A-G and CTE completion rate. In 2022-23 the rate was 18.4%, in 2023-24 the rate went up to 23.9%, and in 2024-25 the rate is at 29.2%.

Action(s): 2.7
Metric(s): Parent Input and Promotion of Parent Participation
Effectiveness of Action(s): 2-Somewhat Effective

Data Analysis: MUSD has made a lot of progress in this area. Both the district and the school sites have worked on promoting the importance of parent/community engagement. Throughout the school year, parent training opportunities were offered at all school sites. These learning opportunities educated participants in (1) Building Relationships, (2) Building Partners for Student Outcomes, & (3) Seeking Input for Decision Making. Although these trainings are offered to all, only about 1% to 5% participation rate is documented. The participation progress of these parents and their students is monitored and data demonstrates that these students are much more involved in school activities, school events, afterschool programs, after school tutoring, and in Saturday school offerings. During the Spring of 2026 the CDE self-evaluation tool was used to measure the district's progress in this area. Results of this evaluation demonstrated that the district made minimal growth in this area. A closer look at the results shows that the district's lowest area is the one titled "building partners for student outcomes". Therefore, the Director of State & Federal programs will work with site principals to ensure that (1) they know what the results of the evaluation tool are, (2) professional growth opportunities in this area are offered, and (3) parent night objectives are communicated and understood by both parents and staff. All parent participation and engagement opportunities are communicated in both Spanish and English and the district ensures that childcare and translation services are always made available. The Director of State & Federal programs will continue to work with site principals to monitor the participation rates and the quality of the events/meetings to ensure that parent engagement opportunities are meaningful.

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.

Action 2.6 (Safe School Environment) will be updated to include the purchase of additional weapons detection systems and the continued use of Interquest Detection Canines of Fresno. These investments will strengthen the district’s security measures, enhance deterrence practices, and further support safe and secure learning environments for students and staff.

Action 2.7 (Parent & Educational Partner Participation/Engagement) will be updated to address the need for and development of a culturally responsive environment that strengthens engagement and participation among parents and educational partners of English Learner (EL) and Low-Income (LI) students. This will include designing strategies and experiences that are culturally and linguistically responsive, foster a sense of belonging, and help families feel welcomed, valued, and connected to their students’ education, thereby supporting the attainment of this goal.

Action 2.11 (Facility Improvements) will be allocated a reduced budget, as previously planned projects have been completed and district facilities are now adequately meeting the needs and requirements of the services being provided.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Information Technology	The district will provide will continue to fund the position of: *Technology Technician/Manager	$124,740.00	Yes
2.2	Materials/Supplies for Core Offerings	The district will provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills" that are needed for academic advancement. In addition, the district will provide textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers to keep up with new developments in these subject areas.	$577,500.00	No
2.3	Transportation	The district will provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	$2,915,000.00	No
2.4	Communication & Outreach	School sites and district will communicate regularly via the website and phone outreach for increased parent and family participation/engagement. School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)	$42,022.00	No
2.5	Mental & Physical Health	To support mental and physical health needs the district will provide: *Psychologists (4.8 FTE) *Registered Nurse (district level) *Health Coordinator (district level)	$641,468.00	Yes
2.6	Safe School Environment	After examining the needs of EL and low-income students to reduce suspension, the LEA completed a needs assessment to examine the root causes of the high suspension rates at both the district and site levels. In addition, the LEA disaggregated the data to look at low-income SWD and low-income Hispanic student data. This action will also address the following reds on the 2023 Dashboard.	$1,085,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LEA Level Suspension: SWD McCabe Suspension: SWD MJHS Suspension: All Students, SWD, EL, SED, Hispanic MHS: Suspension: All Students, EL, SED, Hispanic, Homeless To improve on the above-mentioned rates, the district will continue to build a safe school environment and will provide: *Behavior Programs (PBIS, SUITE 360, and other similar programs) *Health Aides *Campus Monitors *School Resource Officers *Vape Detection Sensors *Interquest Detection Canines of Fresno *Weapons Detection System (currently being paid for out of the Community Schools Grant)		
2.7	Parent & Educational Partner Participation/Engagement	To support participation and engagement, the district will provide: *Parent trainings, workshops, and meetings *Materials and resources needed to effectively execute the engagement opportunities *Child care and other materials/resources needed to ensure successful meetings and events *Digital Screens: technology to support parent and student participation during graduation *College & Career Events	$258,500.00	Yes
2.8	21st Century Learning Environments & Opportunities	To continue to increase or improve services in the areas of 21st Century Learning Environments and Opportunities, the district will provide: *Updated classrooms with updated technology	$846,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Updated classroom furniture *Internet *Support for enrichment programs *Library Media Specialist *FCSS Technological Support Contract		
2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	After looking at state and local data, the district completed a needs assessment to examine the root cause of the low CCI rate for our English Learners. To address the following Red on the 2023 dashboard: District-level College & Career Indicator Rate: ELs Mendota Unified will provide the following CCI Support: *Expand/improve on CTE offerings *Improvements to FFA Program *Expand/improve services in the area of VAPA *Look to hire an elementary band teacher *Art and music enrichment supplies *Music performance opportunities *Band loaner instrument replacement *Drama opportunities at Junior High School and High School *Dual enrollment program opportunities	$3,829,550.00	Yes
2.10	Attendance	For continued improved attendance rates the district will provide: *Attendance clerks *Supplemental attendance communication and monitoring program *Compensation for participation in attendance team meetings	$242,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Facility Improvements	The district will pay for the costs associated with program expansion, including the infrastructure for CTE, VAPA, 21st-century learning environments, athletics, and expanded enrichment.	$7,859,931.00	Yes
2.12	Engagement Opportunities	The district will continue to increase engagement opportunities by providing the following programs and services before/after school: *Journalism *Bi-literacy class *Debate class *Enrichment/Sports programs (elementary) *Chess	$148,500.00	Yes
2.13	Personal Protection Equipment	To continue practicing the recommended health and safety protocols the district will purchase personal protection equipment for students and staff.	$500,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and grow a professional learning culture to assist our student in becoming leaders, scholars, and champions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Achieving academic proficiency for all students begins with providing sufficient materials and good first instruction. Good first instruction requires a properly certificated teaching workforce. Statewide assessments for ELA, Math, and ELD indicate low performance by all students and subgroups. Therefore, retaining qualified teachers and developing a professional learning culture is essential to the future success of the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriately assigned and fully credentialed teachers	85.7% Clear Data Year: 2021-22 Data Source: 2023 Dashboard	86.8% Clear Data Year: 2022-23 Data Source: 2024 Dashboard	88.1% Clear Data Year: 2023-24 Data Source: 2025 Dashboard	87.2% Clear Data Year: 2025-25 Data Source: 2026 Dashboard	+2.4%
3.2	Facilities maintained in good repair	100% Data Year: 2023-24 Data Source: SARC & Williams Report	86% Data Year: 2024-25 Data Source: SARC & Williams Report	86% Data Year: 2025-26 Data Source: SARC & Williams Report"	100% Data Year: 2026-27 Data Source: SARC & Williams Report	-14%

Goal Analysis [2025-26]

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

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

All actions for goal #3 of the 2025-26 LCAP were implemented as planned; no adjustments were made throughout the school year.

When reviewing action implementation for the 2025-26 LCAP, actions were implemented in the same manner as the prior year.

Action #1 (Administration) - The administrative team (both district and site level) ensures that teaching and learning takes place and that the students of Mendota are provided with offerings that will prepare them for success after the K-12 experience. Therefore, administration provides the guidance, support, and leadership necessary to execute and promote a professional learning culture and an environment that is stable, safe, and conducive for teaching and learning. (This action was implemented the same as the prior year.)

Action #2 (Certificated Staff) - The district's HR department ensures compliance in this area and works with certificated staff to facilitate the completion of credentials as needed. Teachers are hired as needed and are provided with support. Since enrollment continues to increase, the number of district teachers has also been steadily increasing annually. (This action was implemented the same as the prior year.)

Action #3 (Support Staff) - Execution of this action provides essential personnel at both the site and district level. Implementation of a quality instructional program requires that all sites have support staff in place to be able to provide a safe, stable, and professional learning environment. (This action was implemented the same as the prior year.)

Action #4 (Clean and Well-Maintained Facilities) - A key component of providing a professional learning culture is having facilities that are clean and well maintained. This action provides staff and resources that are needed to ensure that our students, staff, and community are provided with facilities that are clean and well maintained. (This action was implemented the same as the prior year.)

Action #5 (Professional Development - EL PD) - Over half of our student population is considered to be English Learners; therefore, understanding the unique needs of ELs is a priority. Providing this service allows all staff with professional development that is specific to our English Learners and our Long-Term English Learners. Strategies to support the unique needs of LTELs include: explicit language instruction, differentiated instruction, content-based instruction, scaffolding, academic language development, and collaboration between teachers of LTELs. (This action was implemented the same as the prior year.)

Action #6 (Instructional Support - Academic Coaches) - Academic coaches are at all school sites (except Mendota Continuation) and they work with teachers who are in need of support. As support providers, the coaches work closely with site administration so that areas of need/concern are addressed. Coaching plans are also developed and followed. This action allows for teachers in need of support to receive it in a prompt collegial manner. (This action was implemented the same as the prior year.)

Action #7 (Rural Residency Program) - Being a part of this program allows the district to be able to work with prospective teachers that may have lived or lived in communities similar to Mendota. This is important to the district so that we continue to hire teachers that will have a

better understanding of our student population. It is believed that teachers who understand our students and community better will produce better academic results. (This action was implemented the same as the prior year.)

Successes - Overall, student achievement across the district continues to show positive progress, largely due to the dedication and effectiveness of district staff. The district remains committed to providing all students with “first-best” instruction in facilities that are modern, safe, and well maintained. The services and actions aligned to this goal support the ongoing maintenance and improvement of district facilities, which are essential to fostering a strong professional learning culture. Recognizing the critical role staff play in this work, the district will continue to refine and strengthen implementation of the identified services and actions to ensure sustained progress toward goal attainment.

Challenge(s) - Although the percentage of properly credentialed teachers increased and we have met our desired outcome, this area continues to present a challenge for the district, largely due to the ongoing statewide teacher shortage in California. To address this need, the district will continue to partner with the County Office of Education through the Rural Residency Program (Action 7). This program provides an opportunity to develop a local teacher pipeline by supporting former district students in entering the profession in a manner that is both efficient and mutually beneficial to the district and prospective educators. An additional challenge in achieving the desired outcomes for this goal is the number of active construction projects occurring across multiple school sites. Mendota Elementary School, McCabe Elementary School, and Mendota High School currently have ongoing construction. These projects have the potential to impact facility areas and systems that are monitored and measured annually using the state-required Facility Inspection Tool for the School Accountability Report Card (SARC). This impact was evident during the most recent inspection at Mendota High School, where construction activities temporarily compromised systems or areas that would otherwise have met standard. Upon completion of these projects, the affected systems and areas will be restored or upgraded, resulting in improved facilities and long-term benefits for students and staff.

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.

All 7 actions found within this goal were carried out as planned.

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

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #3 helped make progress towards the district's goal of developing and growing a professional learning culture to assist our students in becoming leaders, scholars, and champions.

Action(s): 3.1 & 3.2
Metric(s): Appropriately assigned and fully credentialed teachers
Effectiveness of Action(s): 3-Effective

Data Analysis: The district's academic progress depends on good leadership and good instruction. Ensuring that the right people are hired is a district priority. Current academic data demonstrates an upward trend (ELA, Math, Science, CCI, and Graduation Rate to call out a few). The district's Director of HR works closely with other district office staff and site principals for the purpose of hiring qualified staff that will promote the district's mission and vision. According to the metric section above, 88.1% of the current teaching staff is appropriately credentialed; the percentage increased from the previous year by 1.3%. It must be noted that there is a shortage of fully credentialed secondary teachers in California. Nonetheless, the Director of HR will continue to monitor this rate and work with staff to ensure that the district's hiring protocols are always followed. The execution of these actions is essential to the overall operation of the school district; therefore, they will continue to be written into this plan regardless of the metric outcome. As a district, we will continue to communicate the needs, the measures taken to hire and retain fully credential teachers, and the results of the metric annually.

Action(s): 3.3 & 3.4
Metric(s): Facilities maintained in good repair
Effectiveness of Action(s): 3-Effective
Data Analysis: In order to promote a professional learning culture, well maintained facilities are needed. To accomplish this, support staff must work with MOT staff for the ongoing upkeep and maintenance of the facilities. Based on the Facility Inspection Tool used to assess the district facilities, all of the district's schools are in good condition with the exception of Mendota High School. Mendota High School has an area that is currently under construction. This construction project negatively impacted the results of the inspection report. However, it is believed that once the project is completed, the areas needing improvements and or repair will be fixed and up to standard. Providing the services within these actions allows the district to offer our students the best services possible and allows staff to continue to promote the desired professional learning culture that also results in positive academic outcomes and gains.

Action(s): 3.5, 3.6, & 3.7
Metric(s): ELA & Math CAASPP
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: These actions were somewhat effective because MUSD did experience growth in the area of Math and ELA. Action 3.7 allowed the district to collaboratively develop former students who are aspiring teachers with the end goal of hiring them as teachers. While this partnership with Fresno County aims to attract "homegrown" teachers, its direct impact on the credentialing metric (+2.4% improvement) is difficult to isolate. The program's long-term effectiveness will be better measured as resident teachers complete their preparation and join the district's teaching force. Action 3.6 provided support for teachers who are struggling. Academic coaches collaborate with site principals in the development of coaching plans for struggling teachers. The coaching plans are developed based on principal observations and student performance data. Principals have developed observation templates to reflect the academic needs of students based on CAASPP data. Academic coaches then regularly meet and work with staff to ensure implementation and execution of the coaching plan. In addition to this, the district also provided ELPD to staff at the beginning of the school year and it was also ongoing for the Academic Coaches throughout the school year. The coaches then trained the teaching staff on the specific needs of our EL's and low-income students. The coaching support has contributed to improvements in some areas (English Learners in ELA: +5.91%, Low Income in Math: +4.28%) but has not prevented declines in others (McCabe Elementary SWD in ELA: -7.21%). Specifically English Learners increased from 9.43% to 13.3% in Mathematics, while Low-Income students increased from 34.65% to 35.7% in ELA. The effectiveness appears to depend on site-specific implementation and the alignment of coaching plans with student needs. Lastly, the English Learner professional development (Action 3.5) shows mixed effectiveness when examining related academic metrics. While the action is limited to English Learners, the impact on CAASPP scores

varies: ELA shows improvement for English Learners (+5.91% from baseline) but Long-Term English Learners declined (-1.52%). This suggests the professional development may need to be differentiated to better address LTEL-specific instructional strategies.

English Learners increased from 13.09% to 12.5% in ELA and 9.43% to 13.3% in Mathematics, while Low-Income students increased from 34.65% to 35.7% in ELA and 19.92% to 24.2% in Mathematics.

Quarterly, principals report to district directors on the progress of the teachers who are being coached and the academic progress of the students. Based on the positive progress of our ELs and low-income students, the district will continue to implement/execute these actions/services. The district's educational partners are also supportive of these actions based on the feedback that was provided via the ed partner survey that was administered during Spring 2026.

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 changes will made to the actual goal. In addition, based on data and ed partner feedback, all actions will remain the same.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Administration	The district will provide district level administrators and site level administrators that will facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the Common Core State Standards (CCSS). All administrators will also work collaboratively to provide a clean, safe, and orderly professional environment that will allow the staff (both certificated and classified) to perform their respective assigned duties efficiently and effectively in an effort to carry out and execute both the district's vision and mission. Site administrators (instructional leaders) will provide ongoing professional development and and real time guidance and instructional coaching for all staff members.	$3,797,263.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Certificated Staff	The district's Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet the district's minimum requirements as set forth by the district's governing board. Any current employee not completely credentialed will have an intervention plan developed for them that will be supported by the district. The district will continue to provide qualified staffing and support recruitment efforts.	$22,443,285.00	No
3.3	Support Staff	The district will provide essential support staff (district and site) to carry out day to day operations and routine duties/services. The district will also provide the necessary resources, materials, and supplies for the execution these operations and duties/services.	$1,614,110.00	No
3.4	Clean and Well Maintained Facilities	Provide clean and well-maintained up-to-date schools. The district will continue to provide personnel and support for the MOT department to ensure that all district schools and facilities are maintained. Support for district modernization projects.	$5,550,914.00	No
3.5	Professional Development (English Learner & LTEL PD)	To support with English Learner and Long-Term English Learner academic success, specifically in the area of literacy the district will: * Provide EL specific professional development for teachers *Compensate staff for participation in professional development *Materials and resources needed for execution of professional development	$353,978.00	Yes
3.6	Instructional Support	For continued growth and development of teachers, the district will provide certificated Academic Coaches.	$704,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Rural Residency Program	The district will partner will Fresno County Superintendent of Schools (FCSS) in a collaborative residency program to attract "homegrown" teachers.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Washington Elementary will increase student engagement opportunities during the school day to decrease the amount of students who "drop" for winter break by 5% each year for the next 3 years and decrease the chronic absenteeism rate by 0.3% annually for all students including the low-income students, homeless students and English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Washington Elementary has an average of 60 students who 'drop' for 'extended vacation' time every winter break season. These students miss valuable instructional days. After sharing local and state data (dashboard) with teachers, other staff, and parents it was agreed upon that the focus should be to reduce the school's chronic absenteeism rate and to reduce the number of students who drop for winter break. Therefore, our goal is to cut learning loss by making school more engaging and by providing our students with unique learning experiences during the school day that will motivate them to be present and remain enrolled throughout the year. The school site's chronic absenteeism rates for the 2024-25 school year was as follows: school site = 9.8%, ELs = 6.2%, Homeless = 9.7%, SWD = 18.2%, and SED = 9.8%.

Based on feedback from the 2025–26 Educational Partner Survey, including input from parents, the site will take intentional steps to increase student engagement by contracting with STEAM vendors and agencies to provide push-in instructional services. In addition, the school will expand both indoor and outdoor learning opportunities, including hands-on outdoor STEAM activities. Providing students with increased exposure to STEAM experiences will foster creativity and imagination through opportunities to create, explore, and engage in meaningful play. These activities will also promote the development of social skills, collaboration, and teamwork as students work alongside their peers in interactive learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Disenrollment: The amount students who disenroll will be tracked	In 2023-24, 59 students disenrolled from October to December. (14% of our total enrollment)	In 2024-25, 63 students disenrolled from October to December. (14%	In 2025-26, 50 students disenrolled from October to December. (11.4%	The amount of students who disenroll will decrease by 15% to 50 students for	-2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Powerschool	of our total enrollment) Data Year: 2024-25 Data Source: Powerschool	of our total enrollment) Data Year: 2025-26 Data Source: Powerschool	the same time period in 2026-27 Data Year: 2026-27 Data Source: Powerschool	
4.2	Chronic Absenteeism	Site= 19.8% ELs = 15.2% Homeless = 25% SED = 19.1% Data Year: 2022-23 Data Source: Dashboard	Site= 11.9% ELs = 10.2% Homeless = 15.1% SED = 11.9% Data Year: 2023-24 Data Source: Dashboard	Site= 9.8% ELs = 6.2% Homeless = 9.7% SED = 9.8% SWD = 18.2% Data Year: 2024-25 Data Source: Dashboard	Site= 18.9% ELs = 14.3% Homeless = 24.1% SED = 18.2% SWD = 17.2% Data Year: 2025-26 Data Source: Dashboard	Site= -10% ELs = -9% Homeless = -15.3% SED = -9.3%

Goal Analysis [2025-26]

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

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

All actions for goal #4 (Equity Multiplier - Washington Elementary) of the 2025-26 LCAP were implemented as planned.

Action #1 (STEM Labs) - STEM develops important skills. Early exposure to STEM helps children develop skills in creativity, teamwork, and perseverance. More importantly for the school site, STEM lessons are engaging in addition to boosting confidence in students. Current dashboard data demonstrates that the school site significantly improved in the area of chronic absenteeism and the district believes that ongoing STEM services and activities will continue to decrease the absenteeism rate address the "drop" rate during the winter break. (This action was implemented the same as the prior year.)

Action #2 (Parent Training) - Educating parents on (1) parenting, (2) school policies, and (3) becoming partners with the school is critical to the desired outcome of this goal. Therefore, the execution of this action is vital to ensuring that our parents understand the significance and adherence of school policies and procedures with the ultimate goal of parents becoming the school's partners in the the education of the student. (This action was implemented the same as the prior year.)

Action #3 (Supplemental Materials and Supplies and Outside Learning Environment) - To carry out STEM activities/services space and materials/supplies are needed. Therefore, the execution of this action is instrumental to overall desired outcome of this goal. Through the execution of this action the school site was able to purchase the necessary items and resources to put together the STEM activities/services. (This action was implemented the same as the prior year.)

The district achieved notable successes in implementing this goal, including the initial phases of creating STEM labs, parent training, and the purchase of supplemental materials and supplies to support STEM learning and the outdoor learning environment. These actions helped ensure that services, resources, and engagement opportunities were provided to students and families during the implementation period.

A major obstacle that the site encountered was finding the time to bring in outside stem providers to service the students. This affected the number of actual providers that were contracted during the year. As a consequence of this, not all the funds allocated to this goal will be spent.

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.

All 3 actions found within this goal were carried out as planned. However, it is estimated that not all budgeted funds will be used. The following action(s) will have a difference between budgeted expenditures and estimated actual expenditures: action #1, #2, and #3. Creating and providing STEM services/activities requires coordination and time. The site was unable to consistently carry this out; therefore, not many STEM services/activities were executed outside of the regular day schedule. The site will now used the unused monies to continue to execute the planned actions in order to attain the desired outcomes of the articulated goal.

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

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #4 helped make progress towards the school's goal of reducing the chronic absenteeism.

Action(s): 4.1, 4.2, 4.3
Metric(s): Chronic Absenteeism
Effectiveness of Action(s): 3-Effective
Data Analysis: The school site's chronic absenteeism rates for the 2022-23 school year were as follows: school site = 19.8%, ELs = 15.2%, Homeless = 25%, SWD = 27.3%, and SED = 19.1%. The school site's chronic absenteeism rates according to the current dashboard (2024-25) are as follows: school site = 9.8%, ELs = 6.2%, Homeless = 9.7%, SWD = 18.2%, and SED = 9.8%. As can be noted, the school site has made a significant improvement in this area and so did the site's significant subgroups. Through the execution of this action, the school site is able to make learning much more engaging for the students. In addition, these actions allow for ongoing parent education and engagement. Providing ongoing parent opportunities shall lead to a better support system for the student. This in turn shall result in

improved attendance rates and less student dropping during the winter break. The school will continue to work with all involved for the implementation of these actions and modify them as needed to ensure that the articulated goal is attained.

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 changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

No changes were made to the expected outcomes, as current targets remain appropriate.

No changes were made to the actions, as the current set of actions remains aligned with the goals and target outcomes.

Funding: Funding was updated to include the allocation from the 26-27 School Year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	STEM Labs	Contract with agencies/companies that will provide students with engaging lessons and activities in the areas of Science, Technology, Engineering, Art, and Math and prioritizing services for ELs, homeless, and SED students. Through these "push-in" opportunities, students will be allowed to learn through exploration and play in an engaging and supportive environment so that they may thrive and want to stay in school.	$335,586.00	No
4.2	Parent Training	Contract with agencies to provide parents tailored training on the following topics: *School policies, protocols, and rules *School provided interventions and supports *Parent's Role *Parent Engagement *Importance of school attendance All parents will be encouraged to attend and presentations shall be specifically tailored to addressed the unique challenges faced by parents of ELs, homeless, and SED students.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Materials and supplies for the effective execution of these trainings will also be purchased.		
4.3	Supplemental Materials and Supplies and Outside Learning Environment	Purchase the necessary materials, equipment, and supplies to be able to provide STEAM Labs and outdoor learning environments. Outdoor classrooms offer a dynamic and interactive setting that inspires students to collaborate and communicate. This collaborative learning environment not only improves students' social skills but also prepares them for the collaborative nature of many future academic challenges. In addition, the freedom and open space of outdoor classrooms provide students with a sense of autonomy and empowerment, which can lead to greater motivation. Research has shown that exposure to nature and outdoor learning environments has a positive impact on student's mental well-being and overall academic performance. By spending time outdoors, students experience reduced stress levels, improved concentration, and increased physical activity. These benefits have a direct correlation with students' ability to remain engaged and achieve academic success. To best provide such learning environments, the site will purchase: *Outdoor Tables *Canopies/shade structures *STEAM materials and equipment including art supplies and musical instruments	$109,849.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Mendota Continuation School and Mendota Community Day School will decrease their respective suspension rate by 2% for the next three (3) years. In addition for Mendota Continuation, the following three groups will be focused groups and the goal will be to also decrease their respective rate by 2% for the next three years. The three groups are Hispanics, Socially Economically Disadvantaged students, and the English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Mendota Continuation School and Mendota Community Day School are both alternative schools that have a combined enrollment of no more that 50 students. Student enrollment in these schools may be temporary; therefore, many of these students have interrupted schooling. However, to ensure that the schools are providing a safe and stable learning environment that will encourage student participation our educational partners (parents, students, staff) have decided to dedicate these funds and services to reducing the suspension rates at both the school sites by providing a safe learning environment that will be inviting and engaging.

During the 2022-23 school year, Mendota Continuation School was identified as being eligible for comprehensive support and improvement (CSI). The 2022 dashboard demonstrated that the suspension indicator was at the "very high" level (12.7%). After collaboration with the county office of education and our educational partners and through the use of CSI funds, the rate was reduced to 5% as demonstrated on the 2023 dashboard. In 2022-23, the suspension rate for English Learners was 5.6% and for SED students it was 5.1%. Current data (2025 dashboard) now indicates that the school's suspension rate increased to 28.6%.

The 2025 California School Dashboard data for Mendota Continuation indicates increased suspension rates among key student subgroups: English Learners (ELs) at 12.9%, Hispanic students at 30%, Socioeconomically Disadvantaged students at 29.3%, and the school suspension rate at 28.6%. The 2025 California School Dashboard data for Mendota Community Day indicates that the suspension rates among key student subgroups are as follows: English Learners (ELs) at 52.9%, Hispanic students at 40%, Socioeconomically Disadvantaged students at 37.5%, and the school suspension rate at 40%. In response to this data, and following consultation with educational partners from both Mendota Continuation High School and Mendota Community Day School during the 2025–26 school year, the goal will continue to be to reduce the suspension rates for all identified subgroups by 2%.

During the consultation process, educational partners (from both schools) expressed a strong desire to maintain and strengthen practices that foster a positive learning environment and promote appropriate student behavior. Based on this feedback, the school sites (Mendota Continuation and Mendota Community Day) will focus on implementing restorative practices and social-emotional learning (SEL) strategies

as alternatives to suspension. To measure progress, the school will track annual changes using the California School Dashboard's suspension rate indicator. However, given that suspension rates at both sites are sensitive to small changes in enrollment, the California Healthy Kids Survey (CHKS) will also be used to assess students' perceptions of school safety and connectedness. It is believed that fostering a positive school culture—reflected in how safe and connected students feel—is directly linked to reductions in suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate (2024-25 LCAP)	Continuation = 5% Community Day = 18.2% Continuation School ELs = 5.6% Hispanic = 5.3% SED = 5.1% Data Year: 2022-23 Data Source: Dashboard	Continuation = 25.8% Community Day = 36.7% Continuation School ELs = 16.3% Hispanic = 25.8% SED = 26.6% Data Year: 2023-24 Data Source: Dashboard	Continuation = 28.6% Community Day = 40% Continuation School ELs = 12.9% Hispanic = 30% SED = 29.3% Data Year: 2024-25 Data Source: Dashboard	Continuation = 19.8% Community Day = 30.7% Continuation School ELs = 10.3% Hispanic = 19.8% SED = 20.6% Data Year: 2025-26 Data Source: Dashboard	Continuation = +23.6% Community Day = +21.8% Continuation School ELs = +7.3% Hispanic = 24.7% SED = +24.2%
5.2	Connectedness & Perception of Safety	New Metric	Connectedness = 41% Perception of School Safety = 67% California Healthy Kids Survey Spring 25	Connectedness = 43% Perception of School Safety = 68% California Healthy Kids Survey Spring 26	Connectedness = 47% Perception of School Safety = 73% California Healthy Kids Survey Spring 27	Connectedness = +2% Perception of School Safety = +1%

Goal Analysis [2025-26]

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

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

All actions for goal #5 (Equity Multiplier - Mendota Continuation & Mendota Community Day) of the 2025-26 LCAP were implemented as planned.

Action #1 and #4 (Counseling & Mentoring) - Many of the students attending these school sites come from unstable families and homes. Therefore, being able to provide them with opportunities to receive guidance, support, and mentoring is critical to attaining the desired outcome of this goal. Unfortunately, even with the availability of these services the suspension rate has increased. However, it must be noted, that all educational partners are in agreement that this action is much need and should continue to be a part of this goal. (These actions were implemented the same as the prior year.)

Action #2 and #5 (After School Program) - This action helps with students feeling connected to the school site which then positively impacts the culture and climate of the school. Creating a safe space with opportunities for student engagement outside of the classroom promotes healthy relationships. It is known that keeping students engaged on school grounds outside of the school day provides them with positive experiences and builds a stronger connection to the school and all involved (peers, staff, and community). To date, the school site has been able to increase the number of students participating in the afterschool program. The goal is that through positive engagement and opportunities, the site's suspension rate will decrease. (These actions were implemented the same as the prior year.)

Action #3 and #6 (Off School Site Learning and Development Experiences) - Many of the students enrolled in Mendota Continuation and Mendota Community Day have previously demonstrated poor behavior, bad attendance, and unsatisfactory academic progress. Because of this, they have not been given the opportunity to participate in off-campus experiences that can be beneficial to them. Therefore, this action is intended to provide these students with those much needed off-site learning and developmental experiences. Not only are these experiences intended to supplement what is being taught in the classroom but in addition they can also teach students the much needed social and responsibility skills. (These actions were implemented the same as the prior year.)

Student participation in afterschool offerings continues to increase. It has been noticed that students are more willing to stay after school because of the expanded offerings. Previously, students were only staying after school for tutorial or punitive reasons.

Due to low enrollment at both school sites, suspension rates can fluctuate significantly from year to year, as even a small change in incidents may result in a large percentage increase or decrease. Additionally, high student transiency contributes to variability in discipline data. While targeted actions are being implemented to reduce suspensions, the suspension rate alone does not fully capture overall school climate. Therefore, the sites will also monitor student perception data through the California Healthy Kids Survey, specifically students' sense of safety and connectedness to school. These indicators are strongly correlated with school culture, climate, and behavioral outcomes. Monitoring both suspension data and student voice ensures a more comprehensive and accurate measure of progress and supports continuous improvement efforts.

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.

All six actions under this goal were implemented as planned. However, not all budgeted funds are expected to be expended. A variance between budgeted and estimated actual expenditures is anticipated for Actions #1, #2, #4, #5, and #6. This difference did not impact the implementation of these actions, and the intended students received the planned services and were not adversely affected. Because counseling and mentoring services depend on student attendance and participation, the full utilization of allocated funds was limited. School sites will carry over the unspent funds to continue providing these supports in the coming year. This continued investment is intended to strengthen school culture and climate, increase student engagement, and contribute to reducing suspension rates.

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

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #5 helped make progress toward the school's goal of reducing the suspension rate.

School: Mendota Continuation
Action(s): 5.1, 5.2, 5.3, 5.4, 5.5, & 5.6
Metric(s): Suspension Rate
Effectiveness of Action(s): 2-Somewhat Effective
The 2025 Dashboard indicates that the school’s suspension rate increased to 28.6% (+2.8%). Suspension rates also increased among key student groups, including English Learners (29.2%), Hispanic students (30%), and Socioeconomically Disadvantaged students (29.3%). Educational partners have reviewed this data and remain supportive of the actions implemented to promote a positive learning environment, strengthen student engagement, and support appropriate behavior.

It is important to note that, due to low enrollment at the site, suspension rates can fluctuate significantly with even small changes in the number of incidents. As such, year-to-year percentage increases may reflect limited data sets rather than broad behavioral trends.

The implementation of Actions 5.1, 5.2, and 5.3 is directly connected to the district’s efforts to address school climate and student behavior. Action 5.1 (counseling and mentoring) provides targeted social-emotional and behavioral supports for students, helping to address underlying needs that may contribute to disciplinary incidents. Action 5.2 (afterschool program) offers structured, supervised learning and enrichment opportunities that increase student engagement, reduce unstructured time, and strengthen adult-student relationships beyond the regular school day. Action 5.3 (off-site learning experiences) provides students with alternative, hands-on learning opportunities designed to increase engagement, improve attendance, and strengthen connection to school.

Collectively, these actions are intended to improve student connectedness, increase positive engagement with school staff and peers, and reduce behaviors that lead to disciplinary outcomes. While suspension rates have increased, these supports play a critical role in addressing

root causes related to behavior, engagement, and student well-being, particularly for high-need student groups served at the continuation site.

This is further supported by California Healthy Kids Survey data, which show improvements in student connectedness (+2%) and perceptions of school safety (+1%). These indicators suggest that, despite the increase in suspension rates, students are reporting stronger relationships and a more positive school climate. Given the strong relationship between school culture, engagement, and behavioral outcomes, the site and district view these actions as essential components of ongoing improvement efforts. Educational partners continue to express support for these strategies and their role in promoting a safer, more supportive learning environment.

School: Mendota Community Day School
Action(s): 5.1, 5.2, 5.3, 5.4, 5.5, & 5.6
Metric(s): Suspension Rate
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: Current data (2025 Dashboard) demonstrates that the school's suspension rate increased to 40% (+3.3%). Educational partners have reviewed this data and remain supportive of the actions implemented to foster a positive learning environment, strengthen student engagement, and promote appropriate student behavior.

It is important to note that, due to low enrollment at this site, suspension rates can fluctuate significantly with even small changes in the number of incidents. As a result, percentage increases may not necessarily reflect broad shifts in overall student behavior, but rather the impact of a small number of additional incidents.

The implementation of Actions 5.4, 5.5, and 5.6 is directly tied to the district's strategy for addressing student behavior through increased engagement, relationship-building, and individualized support. Action 5.4 (counseling and mentoring) provides students with targeted social-emotional support and consistent adult guidance aimed at addressing underlying behavioral and emotional needs that may contribute to disciplinary incidents. Action 5.5 (after school program) increases structured supervision and engagement beyond the regular school day, providing students with safe, supportive environments that reinforce positive behavior and reduce unstructured time. Action 5.6 (off-site learning experiences) offers alternative, hands-on learning opportunities designed to re-engage students, strengthen school connection, and promote positive decision-making in different learning contexts.

Together, these actions are intended to reduce behavioral incidents by increasing student engagement, improving relationships with trusted adults, and providing consistent behavioral and emotional supports. While suspension rates have increased, these supports remain essential in addressing root causes of behavior and improving overall student experience, particularly within a highly intensive alternative education setting.

This is further supported by California Healthy Kids Survey results, which indicate improvements in student connectedness (+2%) and perceptions of school safety (+1%). These gains suggest that students are experiencing stronger relationships and a more positive school climate, even as suspension data reflects variability associated with small enrollment numbers. Educational partners continue to support these actions as necessary and appropriate for strengthening school culture and improving long-term student outcomes.

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.

An explanation of why the LEA has developed this goal was updated to include data from the 2024-2025 Dashboard and Educational Partner input from the 25-26 school year.

Funding: Funding was updated to include the allocation for the 26-27 School Year.

No changes were made to the actions, as the current set of actions remain aligned with the goal and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Counseling & Mentoring	Mendota Continuation School will contract services that shall provide our students, particularly our ELs and SED students with a counseling program that will focus on restorative practices and SEL services designed to reduce behavior issues. The program will be clinically ready to provide counseling services in a holistic format which can address issues of adolescents, transitional aged youth, and their families using culturally responsive and appropriate ways that meet the needs of unserved, underserved and inappropriately served populations. In addition, these services shall help reduce conflict and violence between students and teachers and administration.	$23,577.00	No
5.2	After School Program	Provide an after-school program at Mendota Continuation School for all students that focuses on building and improving on social, emotional, and academic skills through school associated engagement opportunities (tutoring and extracurricular activities) prioritizing services for students who are low-income and EL.	$21,600.00	No
5.3	Off School Site Learning and Development Experiences	To be able to provide other educational opportunities outside of the school setting, Mendota Continuation School will take students on field trips. These trips will allow the students to practice the good behaviors and skills developed in the	$6,520.00	No

Action #	Title	Description	Total Funds	Contributing
		school setting while visiting academic and curriculum related destinations. These trips will also contribute to the students social-emotional growth and have a positive academic impact.		
5.4	Counseling & Mentoring	Mendota Community Day School will contract services that shall provide our students, particularly our ELs and SED students with a counseling program that will focus on restorative practices and SEL services designed to reduce behavior issues. The program will be clinically ready to provide counseling services in a holistic format which can address issues of adolescents, transitional aged youth, and their families using culturally responsive and appropriate ways that meet the needs of unserved, underserved and inappropriately served populations. In addition, these services shall help reduce conflict and violence between students and teachers and administration.	$35,535.00	No
5.5	After School Program	Provide an after-school program at Mendota Community Day School for all students that focuses on building and improving on social, emotional, and academic skills through school associated engagement opportunities (tutoring and extracurricular activities) prioritizing services for students who are low-income and EL.	$11,162.00	No
5.6	Off School Site Learning and Development Experiences	To be able to provide other educational opportunities outside of the school setting, Mendota Community Day School will take students on field trips. These trips will allow the students to practice the good behaviors and skills developed in the school setting while visiting academic and curriculum related destinations. These trips will also contribute to the students social-emotional growth and have a positive academic impact.	$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,466,549	$2,777,561

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
47.151%	16.064%	$6,911,819.04	63.215%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Learning Interventions and Supports **Need:** CAASPP ELA data, CAASPP Math data, and input from the Parent Advisory Committee identified that our ELs and low-income students are struggling with literacy when compared to the performance rate for all students. The district completed a needs assessment to examine the root causes of low	To support the literacy needs of our EL and LI students, the district will provide various additional learning opportunities designed to meet the specific needs of these students. These include differentiated instruction, early academic language support, reading intervention (Guided Reading Program), after-school tutoring, Saturday learning opportunities, summer learning opportunities, and enrichment opportunities/activities that are consistent with our district initiatives (RTI, Best Practices, PLCs, & Instructional Rounds). These	We expect that the CAASPP ELA scores, CAASPP Math scores, and reading levels will increase for low-income and EL students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance in ELA and math for low-income and ELs. It was determined that additional literacy supports are needed to ensure that the identified students move through the continuum of reading skills that increase in complexity. These literacy supports will also focus on the identified student's ability to write, speak, and listen to improve their ability to communicate effectively and make better sense of the world. Based on feedback from educational partners, Mendota will expand speech, tutoring, and enrichment services to provide more early intervention and literacy support. **Scope:** LEA-wide	opportunities are designed for EL and LI students reading below grade level or not at the "met or exceeded standard" of the state assessments (ELA & Math). This also includes purchasing supplemental classroom supplies to enhance the lesson delivery and content in all classrooms. Our internal data shows that additional speech therapy can reduce or eliminate reading delays by reinforcing phonological awareness and language production. This will help the identified students better connect sound and meaning to printed symbols and improve their literacy skills. The interventions and supports listed above are designed to meet the instructional needs in the area of literacy for our ELs and low-income students, in addition to providing the interventions needed. However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis.	
1.6	**Action:** Technology In & Out of the Classroom **Need:** Analysis of CAASPP results shows that English Learners (ELs) are performing approximately 20 points below the district average in both ELA and Math. The EL graduation rate is significantly lower than the district average, and while the low-income (LI) student graduation rate aligns with the district rate, it remains below the state average. A key barrier contributing to these outcomes is the lack of consistent access to technology and high-speed internet outside of school,	Devices (1:1 Initiative) The district is funding the purchase, maintenance, and replacement of Chromebooks to support a 1:1 device ratio for all students TK–12. This includes protective cases, extended warranties, and device management licenses. Devices are distributed at the beginning of each school year and upon new enrollment. Priority is given to English Learners (ELs) and Low-Income (LI) students who do not have access to a personal device at home. All devices are preloaded with district-approved educational platforms and linked to student Google accounts. Providing every student with a Chromebook ensures equitable access to instructional materials, assignments, and digital	English learners and low-income students CAASPP scores (ELA & Math) & Graudation Rate Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	particularly for students living in rural areas. These limitations prevent EL and LI students from fully participating in credit recovery, adaptive digital skill-building programs, and extended learning opportunities. Educational partners have repeatedly emphasized the need to expand home internet access and digital tools to better support these student groups. As a result, the district has identified a continued need to invest in increased access to current technology—such as through the 1:1 device initiative, Google for Education tools, adaptive learning platforms, and reliable broadband service—to support the development of 21st-century skills and improve academic and graduation outcomes for EL and LI students. **Scope:** LEA-wide	interventions—especially for EL and LI students who rely on school-issued devices to access language supports and academic content outside the school day. Broadband (High-Speed Internet Access) The district is allocating funds to fully cover the cost of broadband access for all students living within the city limits. This includes purchasing mobile hotspots, covering monthly service fees, and the construction cost associated with erecting wifi towers at Mendota High School, McCabe Elementary School, and Mendota Junior High School. Reliable home internet is a foundational requirement for accessing asynchronous learning, completing homework, participating in virtual interventions, and recovering credits. Without this access, rural and socioeconomically disadvantaged students remain digitally disconnected. As a result, this increased investment is a contributing action to address the specific needs of EL and LI students. Digital Programs & Credit Recovery The district is purchasing site licenses and implementation support for adaptive digital programs such as I-Ready, Read 180/System 44, and Imagine Learning. In addition, the district funds online credit recovery platforms like Edgenuity and Cyber High, which offer flexible access to high school coursework outside of regular school hours. Students identified as academically behind or credit-deficient are assigned personalized pathways through adaptive platforms that can be accessed outside of school hours. Credit recovery courses can also be	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		completed after hours. ELs and LI students are prioritized for enrollment and device/internet support. These tools provide targeted, self-paced instruction tailored to each student's skill level. For EL and LI students, adaptive platforms serve as on-demand tutors, reinforcing language and academic skills. Credit recovery ensures students who have fallen behind have a clear, flexible path to graduation. Adaptive Skills Building refers to district-purchased platforms that use AI or performance data to tailor instruction to individual students. These programs include embedded professional development for teachers to interpret student data and integrate supports during instruction. Credit Recovery refers to both technology-based platforms (e.g., Edgenuity, Cyber High) and the virtual instructional environment—computer labs, online modules, and remote teacher monitoring—that allow students to complete coursework outside of the traditional school day. Both adaptive programs and credit recovery are only accessible through digital platforms, requiring a device and reliable internet. Without a 1:1 initiative and broadband investment, students—especially ELs and LI—would be unable to benefit from these essential academic recovery tools. Therefore, access to these services is directly dependent on the district's technology infrastructure and is rightly included under this action. The interventions and supports listed above are designed to meet the instructional needs for our ELs and low-income students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis.	
1.7	**Action:** Paraprofessionals **Need:** The metric section above (CAASPP ELA data and CAASPP Math data) identifies that our ELs are struggling with reading and basic arithmetic when compared to the performance rate for all students. In addition, our low-income students are also not making adequate progress in the same areas. A needs assessment revealed the following: (1) that there is a need for increased individualized support for the identified student groups, (2) that the lack of EL progress at MES is due to their struggles with reading, writing, and comprehension, (3) that the ELPI indicator for MES demonstrates that only 53.8% of the ELs at MES are making progress, and (4) that there is a continued need for small group interventions and supports. To address these needs, the district will provide highly qualified Paraprofessionals. **Scope:** LEA-wide	The district will provide highly qualified Paraprofessionals to assist teachers in providing individualized and or small-group intervention supports to students most in need. Execution of this action will increase the performance of ELs in the areas of language acquisition and in the core subject areas. To address the low rate of progress at MES, paraprofessionals will be involved in the ongoing monitoring of ELs through reading levels. Paraprofessionals will be assigned small student groups or an individual student based on need and they will be required to track student progress. These paraprofessionals will also be trained on the Fountas and Pinnell program so that they acquire a better understanding of the program and how students should advance through the program. They will gain awareness of the levels and the literacy/reading expectations of each level. The district will also provide Paraprofessionals with professional development as needed. Professional development shall focus on strategies for reading intervention for ELs. The professional development will also train staff on how to support ELs in the following areas: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. This action will meet the needs of ELs and low-income students as this service is designed to	CAASPP scores(ELA & Math): EL, LI & All Students Mendota Elementary ELPI Ed Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		meet the individual academic needs and gaps associated with ELs and low-income students. However, because we expect all students scoring below proficiency to benefit, this action is provided on an LEA-wide basis.	
1.8	**Action:** Guidance Instructional Specialist **Need:** The metric section above demonstrates that our ELs and homeless students' graduation rate is lower than all student groups. In addition, the CAASPP ELA data, CAASPP Math data, EAP ready, and A-G completion rates demonstrate that our ELs and homeless students need additional support. A needs assessment shows that the low graduation rate for the identified student groups is due to their struggles with reading, writing, and math (concepts and procedures). In addition, there is a need to clearly ensure that our ELs and homeless students have the proper support and access to the correct classes to be on track for graduation once they reach high school. **Scope:** LEA-wide	To address all the above-listed areas of need, the district will provide a Site Guidance Instructional Specialist at the elementary and high schools. The primary responsibility of the GIS is to continuously monitor the progress of ELs, homeless, and low-income students using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement and, ultimately, graduation rates. The leading role of the GIS is to support ELs, homeless, and low-income students. This role supports the transition for the identified students from elementary school to junior high and again from junior high to high school. This is done through ongoing communication, data review, monitoring student processes, and providing input on the additional interventions and supports needed to ensure academic success and increased graduation rates for the identified students as they transition between school sites. The VP at the junior high school also supports ELs, homeless, and low-income students during their time in junior high by monitoring their progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase academic progress and promotion rates. This monitoring ensures ELs and homeless	It is expected that the following rates will increase: graduation (ELs, Homeless, low-income, all students), EAP ready, A-G completion, CAASPP rates (ELs, Homeless, Low-income, all students). Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students can access the necessary classes to graduate on time. At the secondary school sites, the GIS will work closely with the academic counselors and teachers to ensure that progress towards promotion/graduation is being made specifically for EL and homeless students. The GIS at these school sites will be responsible for maintaining a tracker that shall include grades, attendance, and other pertinent information. This tracker will be shared with staff and site leads to ensure that interventions and supports are provided as needed. This service is designed to provide additional oversight and progress monitoring for these students to ensure that all EL, homeless, and LI students make the targeted academic progress and increase graduation rates. However, this action is provided LEA-wide because we expect all students to benefit.	
1.9	**Action:** Newcomer Orientation **Need:** The metric section above demonstrates that our district graduation rate for ELs is significantly lower than the district graduation rate for all students. In addition, the district EL Progress indicator declined from the previous year. MUSD continues to enroll new immigrant students who have never been in U.S. schools. Based on feedback from education partners, the registration process can be intimidating for many of these students and	District data shows that the graduation rate for English Learners (ELs) remains significantly lower than that of all students, and the EL Progress Indicator has declined compared to the previous year. MUSD continues to enroll a growing number of immigrant and newcomer students, many of whom have never attended U.S. schools. Educational partners have shared that the registration process can be confusing and intimidating for these families, creating early barriers to student engagement and access to services. To address this need, the district will provide a District Registrar to lead a centralized registration process. This position will ensure that	MUSD expects that our ELs' graduation and reclassification rates will increase, and gains in the ELPAC proficiency rates will be made. Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their families. Therefore, the district will provide a district registrar for the centralized registration process with access to immediate resources to assist with the assimilation process. **Scope:** LEA-wide	newcomer and EL families are supported from the first point of contact, with access to immediate resources that promote a smooth transition into the school system and lay the foundation for long-term academic success. We expect this action/service to reduce the anxiety and stress related to entering a new school and allow the student to focus better on academics. This shall translate to increased reclassification and graduation rates, as well as increases in the number of EL students making progress toward English language proficiency. Furthermore, we expect all students enrolling in our district for the first time will benefit from this service. Therefore, this action will be provided on an LEA-wide basis.	
1.10	**Action:** Class Size Reduction **Need:** The metric section above (CAASPP ELA data and CAASPP Math data) and local benchmark data demonstrate that our ELs and low-income students are struggling with reading and writing in ELA, and concepts and procedures and communicating and reasoning in Math when compared to the performance rate for all students in these same areas. Therefore, to ensure that our ELs and low-income students receive the instruction and attention needed for continued academic growth, the district will continue to provide smaller class sizes in grades 4-12 if and when enrollment data identifies a need.	Based on enrollment data, the district will continue to provide smaller class sizes to ensure that our ELs and low-income students receive the needed attention. Research has shown that smaller class sizes allow teachers the opportunity to quickly identify any potential learning gaps and provide tailored instruction to meet the student's academic needs best. Feedback from site teachers and administration states that by having smaller class sizes, teachers are able to provide more one-on-one attention and instruction, have fewer disruptions, and have more time for instruction which leads to increased skill development and overall increased academic performance. This service is designed to help meet individual student needs by delivering more personal-level lessons. However, because we expect all students	MUSD expects that CAASPP scores for our ELs and low-income students will increase. In addition, the EAP-ready rates for our ELs and low-income students will also increase by for the following three years.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	showing below proficiency will benefit, this action is provided on an LEA-wide basis.	
1.11	**Action:** Curricular Oversight **Need:** The metric section above demonstrates that our ELs and EL students with disabilities perform below the overall student group in ELA and Math (CAASPP). A needs assessment shows that the low state assessment results for the identified student groups is due to their struggles with reading, writing, and concepts and procedures compared to the performance rate for all students in these areas. In addition, there is a need to clearly ensure that ELs and EL students with disabilities have the proper instructional support. In addition, the LEA completed a needs assessment to examine the root causes for the low performance of our EL Students with disabilities at McCabe School and Mendota Junior High School and of our ELs at Mendota Junior High School and Mendota High School in the areas of CAASPP ELA and Math. The root cause revealed a need for additional support on how the sites were tracking and collecting data for EL students and EL SWD to ensure just-in-time instruction was provided. **Scope:**	The district will provide a director of curriculum and instruction to address all the above-listed areas of need. The primary responsibility of the C&I Director is to continuously work with site leads to ensure that ongoing progress monitoring is taking place and to collaborate with the teaching staff for the development, implementation, and execution of appropriate professional development. The C&I Director will work directly with school sites and focus on English Learners and EL students with disabilities performing two or more grade levels below or below standard according to their respective individualized plans. The work includes monitoring student data, providing data reports, funding guidance and support, feedback, and training for site administration on supplemental resources. This position will also focus on providing additional professional development to support students who are not performing on grade level. This enhanced level of professional learning and academic data analysis will ensure a system of support for teachers with actionable next steps to provide tailored instruction to students with identified needs, specifically English Learners and EL students with unique needs (SWD). Tailored instruction will allow teachers to address learning gaps, which in turn will increase student achievement.	MUSD expects that our CAASPP scores for ELs, EL SWD, SWD, and all students (ELA & Math) will increase. McCabe Elementary EL SWD & SWD (ELA) Mendota Junior High School EL & EL SWD, SWD (ELA & Math) Mendota High School EL - (ELA & Math) Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	In addition, the Director of C&I will provide additional and focused support at McCabe Elementary, Mendota Junior High School, Mendota High School to ensure EL students and EL students with disabilities (EL SWD enrollment percentage is 4%) data is being reviewed regularly. Personalized plans are being established to give the identified students the language supports and scaffolding necessary to access grade-level standards in ELA and Math and receive tier 2 and tier 3 interventions as appropriate. This service provides the curricular and instruction oversight needed to implement instructional best practices for ELs and EL SWD students. However, because we expect all SWD students and all students below proficiency will benefit, this action is provided on an LEA-wide basis.	
2.1	**Action:** Information Technology **Need:** Input from the Parent Advisory Committee identified that our English Learners and low-income students have some of the least access to technology outside of the school setting. The reflection section of this plan points out that this need contributes to the low performance of our ELs in the area of college and career readiness (District CCI rate for ELs is 8.3%). Furthermore, a needs assessment revealed that the identified students need additional access to technology and 21st-century digital	To meet this need, the district has created a technology plan that shall ensure that every EL and low-income student has access to technology and a 21st-century educational experience. In order for this plan to work, the district will provide a technology technician/manager. This position will provide plan oversight so that the district continues to progress in the area of technology. In turn this will ensure that our ELs and low-income students have access to essential technological advancements to keep up and stay current with the new teaching and learning trends of the 21st-century. Information and knowledge gained through technology access is essential to 21st-century learning and careers.	CCI Rate (Low-income, EL, All students) Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	skills. In addition, the staff needs ongoing support for improved and better usage of the technology made available. **Scope:** LEA-wide	We expect that the college and career-ready rate for our ELs and low-income students will increase as this service/action is designed to provide ELs and low-income students in need of updated technology with the resources needed to excel and advance academically. However, because we expect all students showing below proficiency will also benefit, this action is provided on an LEA-wide basis.	
2.5	**Action:** Mental & Physical Health **Need:** As demonstrated in the metric section above (chronic absenteeism rate and high school dropout rate) and input from the Parent Advisory Committee identified that our low-income students struggle with attending school regularly and also that our low-income secondary students are struggling with staying in school and not dropping out when compared to the same rate for all our students. Furthermore, current enrollment trends in our district demonstrate that many students are coming to us from Central America, fleeing unstable environments that may affect the mental and physical well-being of the student. Based on this information and an internal needs assessment, both physical and mental health support are needed to ensure students are coming and staying in school. To address this need, the district will provide services for mental and physical health. **Scope:**	The district will continue to retain the current psychologists (4.8 FTE) to help address the increasing mental health needs of our low-income students. School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. As a member of the Student Study Team team, they provide input and expertise in mental health, learning, and behavior, to help the identified students succeed academically, socially, behaviorally, and emotionally. Because there is an increased need for emotional supports, the district will continue to provide psychologists to address needs at all school sites. This will allow for school psychologists to meet with EL and low-income students either in a one-on-one format or in groups to discuss specific academic, social, or emotional issues. To address the physical health needs of these students, the district will continue to provide a Registered Nurse for immediate attention removing the need to leave a school site for minor and routine physical observations and physical assessments. The nurse works with sites to ensure that basic needs for ELs and low-income students are met. This refers to the most essential	MUSD expects that both the chronic absenteeism rate and the high school dropout rate for our EL & low income students and all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	resources required to thrive as a student including safety, food, housing, financial health and overall wellness (physical, psychological, and spiritual). Local data shows that in order for EL and low-income students to be active and engaged learners, it is important that their basic needs are met. Due to the district's continued increasing student enrollment, the district will continue to provide a Health Coordinator to assist the Registered Nurse in fulfilling many of the basic needs of our ELs and low income students. The Health Coordinator is an integral part of the student study team for each school site and also plays a role in the district's Threat Assessment Team. Setting up academic interventions and developing mental/health plans/supports as needed for ELs and low income students is essential to their continued advancement (both academically and socially). In the districts experience by providing school psychologists and a registered nurse, students' basic social-emotional and health needs will be met, allowing them the opportunity to access their education and attend school on a regular basis. This action is designed to meet needs most associated with the stresses and experiences of EL and low income students. However, because we expect that all students showing physical or mental health needs will benefit, this action is provided on an LEA-wide basis.	
2.6	**Action:** Safe School Environment **Need:**	To address this ongoing need the district will: 1. In order to meet this need Mendota will implement effective behavioral programs: PBIS,	LEA Level Suspension: All students, low-income, EL, low-income SWD, SWD

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Input from the district's educational partners and the district's Parent Advisory Committee identified the need for the district to continue providing a "safe school environment" for the district's low-income, homeless, and English learners, who lack the stability and structures at home needed to promote a healthy and safe lifestyle. In addition, the metric section above demonstrates that the suspension rate for low-income SWD at the LEA level is higher than the state's suspension rate. A root cause analysis identified that students across all groups share a common need: a struggle to feel safe and connected to school. A local needs assessment further highlighted the importance of increasing socio-emotional support for students, particularly among the identified subgroups. By addressing these needs, the goal is to improve their overall well-being, promote a positive school climate, and reduce suspension rates. The needs assessment also demonstrated that if identified student groups are to achieve their full potential, schools must not only be safe, but must also feel safe to students and staff. Educational partners identified concerns related to fear of violence, the potential presence of weapons or dangerous items on campus, and insufficient campus security systems as contributing factors impacting students' sense of safety and school connectedness.	SUITE 360, and other programs that are recommended by staff. By implementing these programs,low-income SWD, EL, low-income, low-income Hispanic, and homeless students will learn how to self-regulate and problem-solve. They will also participate in anti-bullying activities and develop a culture that is safe and inclusive. 2. In order to meet this need Mendota will provide school health aides. School health aides will work with staff and Student Study teams to identify low-income SWD, EL, low-income, low-income Hispanic, and homeless students who need addressing minor and routine physical health concerns. They will work with families to offer resources to support students at home and at school. Through the added adult-student relationships, the identified students will feel a stronger connection to their school and recognize that schools are a safe environment. 3. To support students' sense of safety, the district will provide campus safety monitors who foster meaningful relationships with students and contribute to a positive school climate. These staff members will work closely with site administrators and educators to strengthen communication among parents, students, and staff in a community-centered manner. Campus safety monitors will build rapport with all educational partners, allowing for proactive responses to emerging concerns. Their presence promotes a safe, secure, and supportive learning environment, particularly for low-income students, students with disabilities (SWD), English learners (EL), Hispanic students, and students experiencing	McCabe Suspension: All students, low-income SWD, SWD MJHS Suspension: All Students, low-income, low-income SWD, SWD, EL, SED, Hispanic, low-income Hispanic, low-income MHS: Suspension: All Students, EL, low-income, low-income Hispanic, Homeless In addition, MUSD expects that educational feedback for a sense of safety will continue to increase.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner input and local data indicate that English learners (EL), low-income (LI), and foster youth (FY) in Mendota experience greater levels of stress, instability, trauma, and school mobility, making them more vulnerable to the negative effects of unsafe school environments. These student groups benefit from predictable, secure, and orderly campuses where they can focus on learning without concerns related to violence, substance use, or the presence of dangerous items. Parents and educational partners consistently identified maintaining safe campuses as a priority to improve students' sense of belonging, connectedness, attendance, and engagement. In addition, these student groups benefit from learning environments where they feel physically and emotionally secure and where families have confidence that schools are taking proactive measures to prevent dangerous situations. Parents, staff, and students identified the need for enhanced campus security during the school day and at large school events to increase EL, FY, and LI students' sense of safety, strengthen school connectedness, and reduce anxiety associated with the potential presence of weapons on campus. As a result, the district is exploring additional proactive safety measures. If schools implement security measures such as metal detectors at key entry points, the district anticipates reducing access to prohibited items, deterring weapon possession,	homelessness. Feedback from educational partners indicates that campus monitors play a key role in improving school culture and maintaining low suspension and expulsion rates for these student groups. 4. According to educational partner feedback, providing a safe environment through positive individual student interactions and relationships within the school has led to a greater sense of student safety. In order to support the identified students feeling safe, the district will provide a total of 5 School Resource Officers. Educational partners and district leadership have identified the need to have an SRO at each school site. Local data and parent feedback indicates that since the district has strategically used the SROs to support student connection and communication, parents of low-income SWD, EL, low-income, low-income Hispanic, and homeless students have a greater sense of safety and their students have another caring adult on campus who can build meaningful relationships with their children. The SROs work with administration and staff to provide community-oriented communications with parents, students, and staff. The SROs also conduct presentations, assemblies, and classroom visitations that promote positive behavior and choices. The SROs will also be trained annually in the areas of safety and current trends and needs associated with the identified students. The SRO's will work with secondary administration to explore the possibility of having actual SRO's conduct/teach a class or classes dealing with the criminal justice system and law enforcement. The SRO's will also work with the counseling staff to support students by	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increasing student and staff perceptions of physical safety, and reducing serious safety incidents. Additionally, if schools implement proactive detection and prevention measures such as Interquest services, students may be less likely to bring contraband or prohibited items to campus, safety incidents may decrease, and students and staff may report feeling safer at school. The LEA also looked at site-level data at McCabe, MJHS, and MHS for EL, SED, and homeless youth and found that the suspension rates for these student groups at these particular sites are higher than the state average. In addition, the metric section above demonstrates that the suspension rate for low-income SWD and low-income Hispanic students at these sites is higher than the state's suspension rate. Each site conducted a needs assessment, which revealed a shared need across student groups and school sites. It was identified that these students feel less safe and connected to school compared to their peers, which causes them to disengage from the school environment. To improve this situation, Mendota USD believes that targeted interventions are necessary to promote positive behavior and offer socio-emotional support. The district also desires to maintain or lower the expulsion rate to promote the needed "Safe School Environment". To meet this	challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities. 5. To support students' health, safety, and well-being, the district will continue to invest in vape detection sensors and weapons detection systems across school sites. These systems serve as proactive and preventative measures designed to deter unsafe and prohibited behaviors on campus while supporting early intervention and rapid response. Vape detection sensors alert site administrators to possible vaping incidents, while weapons detection systems help identify potential threats and reduce the likelihood that dangerous items enter school campuses. Together, these safety measures allow school staff to respond in a timely manner and prioritize student and staff safety and well-being. This strategy is particularly beneficial for low-income students, English learners (EL), and students experiencing homelessness, who may be more vulnerable to peer pressure, substance-related behaviors, or the negative impacts of unsafe school environments. Educational partner feedback affirms that the presence of vape detection sensors and weapons detection systems contributes to a safer school environment, increases perceptions of campus safety, and supports efforts to reduce substance-related and serious safety incidents among these student groups. 6. The Interquest Detection Canine program is designed as a proactive, preventative safety measure rather than a disciplinary response.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need, Mendota will continue to provide the resources and staff to support a multi-disciplinary, cross-agency school safety team, helping to promote a safe and supportive school environment. **Scope:** LEA-wide	Routine, unannounced sweeps help create a safe, secure, and supportive school environment where English Learners (EL), Low-Income (LI), and Foster Youth (FY) students can focus on learning. By proactively reducing the presence of contraband and addressing potential safety concerns before incidents occur, the district promotes a positive school climate that fosters student well-being, engagement, and a sense of belonging.By increasing the identified students' perception of safety and reducing exposure to drugs, alcohol, and weapons, the service is intended to improve school connectedness and create an environment where English learners, low-income students, and foster youth are better able to attend school regularly, remain engaged in learning, and benefit from the district's instructional program. Although all students may benefit from these services, they are principally directed toward addressing the documented safety and school climate needs of EL, LI, and FY students, who have been identified through educational partner input and local data as experiencing a greater need for supportive and secure learning environments. To address the identified needs of English learners (EL), foster youth (FY), and low-income (LI) students, the district will implement weapons detection systems at secondary school entry and exit points and at elementary events held on secondary campuses or other large district-sponsored events. These student groups are more likely to experience the effects of trauma, housing instability, mobility, and other adverse circumstances that can increase anxiety and	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		reduce their sense of safety and school connectedness. By providing proactive security screening, the district is creating predictable, safe, and supportive learning environments where these students can attend school and participate in school activities without fear of potential safety threats. Increasing students' perception of safety is intended to strengthen school connectedness, improve attendance and engagement, and remove barriers that may otherwise interfere with their ability to fully participate in learning. Although all students will benefit from these enhanced safety measures, the service is principally designed to address the documented safety, belonging, and school climate needs of English learners, foster youth, and low-income students identified through local data, the district's needs assessment, and educational partner input. McCabe Elementary, Mendota Junior High, and Mendota High School are school sites that have a larger student population and based on suspension data need more attention when it comes to student safety. Therefore, additional campus monitors will be provided and each of the school sites mentioned above will have a permanent SRO assigned to them. Staff at these school sites will also receive additional support and professional development in the areas of classroom management and in de-escalation strategies. The services outlined in this action are designed to help create and provide the safe school environment that is needed for low-income SWD (6% of our student population), EL, low-income	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Hispanic (96.3% of our student population), and homeless students to succeed in school. However, because we expect that by executing this action all students will benefit specifically SWD, hispanic, and all students this action will be provided on an LEA-wide basis.	
2.7	**Action:** Parent & Educational Partner Participation/Engagement **Need:** Input from educational partners, local graduation and College/Career Indicator (CCI) data, and student participation records indicate that English Learners (EL), Low-Income (LI), and Foster Youth (FY) students participate in college and career awareness opportunities at lower rates than desired and continue to experience lower graduation rates and college and career readiness outcomes compared to all students and state averages. Educational partner feedback identified language barriers, limited familiarity with graduation requirements, college admissions, financial aid opportunities, career pathways, and available school supports as factors that reduce family participation and engagement. Families also expressed a need for college and career events that are welcoming, culturally responsive, and provide accessible information that empowers them to support their students' educational planning and postsecondary success. As a result, there is a need to intentionally design inclusive college and career engagement opportunities that	To address this need, the district will provide to the parents of ELs and low income students: 1) training with a focus on (1) the educational system, and (2) on how to build relationships and partnerships with schools 2) College and Career Events: materials that will increase the involvement/ engagement of all educational partners 3) Digital Screens Specifically, the district will provide college and career events that are intentionally designed to increase participation among families of English Learners, Low-Income, and Foster Youth students by creating welcoming, inclusive, and culturally responsive environments. College and career fairs, FFA events, pathway showcases, scholarship nights, workshops, and career exploration events will include bilingual signage, multilingual informational materials, culturally responsive visual displays, student work, and college and career promotional materials that reflect the diversity of the district and encourage meaningful family participation. During these events, families will receive information regarding graduation requirements, A-G completion, Career	MUSD expects the "Parent Input and Promotion of Parent Participation" metric to increase annually by 0.2 points for the following three years.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increase family participation, improve access to information and resources, strengthen school-family partnerships, and support improved graduation and college and career readiness outcomes for EL, LI, and FY students. A needs assessment and listening tour conducted with parents and students, including high school low-income families and English learners (EL), identified a need for additional language support, increased connection during major school events such as graduation, and a greater sense of engagement during family-centered activities. Educational partner feedback indicated that many families are more likely to participate in school events when the environment feels welcoming, inclusive, and representative of their cultures and experiences. **Scope:** LEA-wide	Technical Education (CTE) pathways, dual enrollment opportunities, financial aid, scholarships, college admissions, career exploration, internships, and available academic and student support services. Bilingual staff, translated materials, and interpretation services will be provided to ensure English Learner families can fully participate and access the information. Foster Youth families will receive information regarding specialized supports and postsecondary resources available through district and community partners, while Low-Income families will receive information regarding financial aid, scholarships, fee waivers, and other programs that reduce barriers to postsecondary education. By intentionally creating welcoming college and career events that remove language and access barriers, the district expects to increase family participation, strengthen parent knowledge of graduation and postsecondary opportunities, improve student engagement in college and career planning, and ultimately increase graduation rates and College/Career Indicator outcomes for English Learners, Low-Income students, and Foster Youth compared to all students and closer to state averages. College and Career Events - The district will continue to invest in event supports and decorations that help create a positive, engaging, and culturally responsive atmosphere at school events. Decorations, multilingual signage, student displays, and culturally inclusive visual elements can help families feel recognized, valued, and connected to the school	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		community. These efforts are intended to reduce barriers to participation, strengthen relationships between schools and families, and improve attendance and engagement rates among parents of English learners and low-income students at family events and milestone celebrations, such as end-of-year events and graduations. In many cases, College and Career events are more than informational meetings—they are important community gatherings that bring together students, families, educators, and local partners to celebrate student achievement, promote postsecondary opportunities, and strengthen connections between home and school. Creating an inviting and inclusive environment encourages families who may not otherwise attend to participate, ask questions, access resources, and engage in meaningful conversations about their student's future. 3) Digital screens for parent communication to provide unparalleled convenience, facilitating instant updates and real-time information sharing. In addition, to improve on the participation rate of EL parents and low income student parents the district will provide child care and any other services and resources needed to ensure successful meetings and events. District and site administrators may also try to increase participation by looking to provide other miscellaneous services and resources during district and site events. Research indicates that higher parent participation typically results in higher student academic achievement.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Local data shows that engaging the identified student's parents through digital screens fosters active involvement in their child's learning journey, creating a collaborative educational environment that enhances student success. Using digital screens to communicate learning progress and graduation achievements, parents can stay connected about their child's achievements and educational milestones. We expect that the participation of parents of ELs and low-income students will increase as this service is designed to meet their need - lack of knowledge. However, because this service will also help with increasing the participation of all parents, this action will be provided on an LEA-wide basis.	
2.8	**Action:** 21st Century Learning Environments & Opportunities **Need:** The metric section above (CTE and A-G completion rates) and input from the Parent Advisory Committee identified that our ELs and low-income students are in need of 21st-century learning environments and opportunities to keep them engaged and advancing in school. To address this need, the district will work on providing a 21st-century learning environment that takes into consideration the ways in which ELs and low-income students learn best by creating a positive, interactive, and engaging	The district will continue to support these needs by: 1) Updating classrooms with current technology (interactive boards, electronic devices, and related expenditures). Interactive whiteboards will be used to integrate various learning styles into one experience. EL and low-income students benefit from the ability to learn by seeing, hearing, and interacting with the board through touch. This equips teachers with new, innovative ways to teach the same subject material. 2) Updating classroom furniture. Flexible seating allows EL and low-income students to wobble, rock, bounce, lean, or stand, which increases oxygen flow to the brain, blood flow, and core strength. Input from educational partners states	MUSD expects that the A-G completion and CTE pathway completion rate for our ELs and low-income students will increase.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	classroom culture. Learning environments today need to incorporate the demands of the modern world. Therefore, the district will support the creation of 21st-century learning environments and provide access to 21st-century resources and services. **Scope:** LEA-wide	that flexible seating helps keep young minds more alert and focused as well as supports and enhances a student-centered approach to teaching and learning for better engagement and connection to 21st-century skills. 3) Providing internet for ELs and low-income students in need to help resolve the digital divide. By providing the internet and technology to El and low-income students, they will have greater access to technology and digital literacy both within and outside the school campus. 4) Supporting programs such as MESA and other innovative programs as suggested by the administration. MESA is an academic enrichment program that serves students seeking additional support in the Science, Technology, Engineering, and Mathematics (STEM) fields. Local data shows that these additional support programs provide enrichment in mathematics- and science-based courses as well as increased mentoring between teachers and the identified students. 5) The library media specialists will continue to support 21st-century libraries and establish career centers at each secondary library. Libraries will be designed to provide a welcoming common space that encourages exploration, creation, and collaboration for EL and LI students and teachers. The spaces will bring together the best physical and digital resources to create learning hubs and opportunities for EL and LI students for exploration of college and career opportunities post-high school. Through inclusive learning environments and additional library media specialists, students	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		will receive the mentoring and collaboration needed to promote and expand the knowledge, life skills, career skills, habits, and traits that are critically important to EL and LI student success in today's world. 6) In addition, a need arose for additional support to ensure that all technology is in good working order to ensure the continuity of instruction. To assist with the execution of this action, the district will contract with FCSS for technological support. The FCSS support will work closely with the district's IT coordinator to ensure that all programs, operating systems, and devices are fully functioning for the continued engagement and academic growth of all students. By providing the above-listed services, the district will ensure that EL and LI students have the needed resources and opportunities for continued engagement and motivation. This shall lead to improved results in both CTE and A-G completion rates. This action/service is designed to meet many of the unique needs associated with the lack of engagement and participation displayed by these two subgroups. However, because we expect that all students that lack engagement-motivation will benefit, this action is provided on an LEA-wide basis.	
2.9	**Action:** College & Career Readiness (CTE, VAPA, & Dual Enrollment) **Need:**	To address this need, the district will work on increasing and improving the opportunities for EL students to gain access to dual enrollment and Career Tech Ed (CTE) courses that will cater to	MUSD expects that our A-G completion rate, the CTE completion rate, and the College and Career preparedness rate for our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As demonstrated in the metric sections of goal #1 and goal #2, A-G completion rates and CTE completion rates, and input from the Parent Advisory Committee identified that English Learners are not meeting the requirements of A-G and are not completing CTE programs at the same rates when compared to all students. In addition, the dashboard college and career indicator of 2024 demonstrates that only 18.6% of ELs are prepared; this same dashboard demonstrates that 44.6% of all students are prepared. Based on local needs assessment, increased collaboration around the delivery of instruction and allowing students to practice literacy skills through multiple modalities is needed. In order to better support the closing of this achievement gap, additional resources have been added to support the delivery of instruction during Visual and Performing Arts (VAPA) and Career Tech Ed (CTE). **Scope:** LEA-wide	the unique learning needs and styles of these students. Local data shows that English Learners have benefitted from having a variety of career exploration options and would like a greater array of options to explore. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between English learners and teachers. To ensure ELs have access to CTE opportunities, Mendota will provide increased CTE offerings by providing: *2 Ag Teacher @ MHS 1 Small business @ MHS *2 CTE @ MHS *1 Dual Enrollment Lab Teacher @ MHS *1 Spanish @ MJHS These courses are designed to support ELs with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance skills that can close skill gaps and allow English learners to find success and passion in a technical education pathway. The district will continue to make improvements in materials and supplies within the FFA program to ensure that ELs have access to the program offerings and continue to participate in the extracurricular activities associated with it. Educational partners stated that increasing these high-interest opportunities are significant because, as a rural community, agriculture is a viable career opportunity for the students in Mendota and can provide greater access to expanded opportunities	English Learners will increase. Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for the identified students. We believe that by continuing to sustain and expand these increased offerings, we will be able to continue supporting the identified students' overall preparation for college and careers. In addition to this, the district will also look to increase and improve services in the area of visual and performing arts to add more opportunities for EL students to meet A-G requirements; currently, there are limited VAPA offerings. Counselors will work on guiding our EL students in these specified pathways by providing informational meetings that will promote these offerings. Many EL students in our community are unable to participate in performing arts due to factors beyond their control, such as cost and lack of exposure. Research indicates that students participating in the arts have greater success academically. This action is provided to support low-income students who may not have access to performing arts instruction outside of school. To ensure ELs have access to opportunities, Mendota will provide increased VAPA offerings by providing: *Band teachers for elementary *Art and music enrichment supplies *Music Performance Opportunities (Spring,Winter Concerts, & performances at other school events) *Band loaner instrument replacement *Drama opportunities at Junior High School and High School *Art and music enrichment supplies	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to ensure EL students have an increased motivation to achieve academically through access to VAPA while still ensuring EL students have access to the maximum instructional time for all of their classes. A local needs assessment and a report from the National Endowment for the Arts shows that ELs with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. Providing dual enrollment, Career Tech Ed (including FFA offerings), and VAPA courses provide enhanced opportunities for EL students to gain academic and career tech skills while still attending school. By providing a variety of offerings and multiple opportunities, the district believes that the aforementioned need will be addressed. We expect that the A-G completion rate and the CTE completion rate for our English Learners will increase significantly (consequently improving the CCI rate for ELs) as this action/service is designed to increase course access and provide a variety of offerings that are of interest to our English Learners. However, because we expect that more students will participate and enroll in these offerings, this action is provided on an LEA-wide basis.	
2.10	**Action:** Attendance **Need:** As demonstrated in the metric section above, the chronic absenteeism rate and input from	To address this need, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates. In addition, district level meetings will be held quarterly to ensure that systems/protocols are in place at the school sites	MUSD expects that our chronic absenteeism rate for our ELs and low-income students will decrease and all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the Parent Advisory Committee identified that ELs and low-income students are still not at the desired chronic absenteeism rate of below 15%. In addition, through parent meetings and surveys, it has been noted that ELs and low-income students struggle with attending school regularly. Based on a needs assessment, greater outreach for ELs and low-income students and families is needed to communicate the importance of attendance. **Scope:** LEA-wide	to address the needs of students and families at risk of being considered chronically absent. During these district level meetings, attendance data will be shared, reviewed, and analyzed, and best practices will also be discussed. For implementation of this action/service, the district will continue to retain all attendance clerks and hire additional clerks as needed based on enrollment data. Attendance clerks will use data to accurately identify ELs and low-income students that are struggling with attending school regularly prior to being considered "chronically absent." The clerks will serve as home-to-school liaisons who will work on building relationships with families to improve attendance rates through constant communication and outreach. For additional support and communication, the district will use a supplemental attendance intervention program that will communicate regularly with parents. This program will also allow staff to identify students most in need of support and will provide ongoing monitoring. We expect that the chronic absenteeism rate for ELs and low-income students will decrease as the action/service is designed to meet the needs most associated with the challenges that cause ELs and low-income students to be chronically absent. However, because we expect that all students showing signs of high truancy rates will benefit, this action is provided on an LEA-wide basis.	
2.11	**Action:** Facility Improvements	Based on feedback, we have determined that for instruction to be effective, we need to ensure that safe and up-to-date learning environments are	MUSD expects that our ELs & Low-income will make the following

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: As demonstrated in the Identified Needs and metric sections of goal #1 and goal #2, A-G completion rates and CTE completion rates, and input from the Parent Advisory Committee identified that English Learners are not meeting the requirements of A-G and are not completing CTE programs at the same rates when compared to all students. In addition, the dashboard college and career indicator of 2023 demonstrates that only 8.3% of ELs are prepared; this same dashboard demonstrates that 43.6% of all students are prepared. Educational partner feedback indicates that many low-income and EL students are unable to participate in visual and performing arts (VAPA) and athletics due to factors beyond their control, such as cost and access outside of the school setting. Based on the data, a local needs assessment was conducted to determine the root causes of the achievement gaps and the reasons as to why our ELs and low-income have the least access. Educational partner and student feedback indicate that to best support the college readiness rate and to continue to provide a "Broad Course of Study", the district should look to expand/increase the following programs/offerings (elementary & secondary schools): *CTE *VAPA *21st Century Learning Environments & Expanded Enrichment *Athletics	provided to support student learning and connectedness. To meet this need, the district will pay for the costs associated with program expansion, including the infrastructure for CTE, VAPA, 21st-century learning environments, athletics, and expanded enrichment. Improvements include the expansion of CTE, 21st-century learning environments, and VAPA classrooms to accommodate the growth of the programs and the updated program equipment that goes along with this. None of the work being done is considered routine or regular maintenance. All school sites are currently in need of improvements to be able to serve the needs of our students better. A dedicated space for CTE, 21st-century learning environments, and VAPA allows educators to work with students one-on-one or in small groups, as well as use the space to provide individualized support for LI, FY, and EI students who may be struggling with specific skills. This could include extra practice or additional instruction. Educational partner feedback from our sites indicated that having a dedicated space for CTE, 21st-century learning environments and VAPA will improve communication between educators, students, and parents. Teachers will be able to share progress reports and discuss strategies for improvement to ensure that each identified student is getting what they need when needed. Our educational partners are supportive of the district making updates to sporting fields and courts to encourage and increase the participation of our ELs and low-income students. They believe	improvements for the following three years. CTE completion rate College and Career indicator A-G completion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Furthermore, feedback attained also demonstrates these students need dedicated, welcoming, engaging, and safe learning environments where they know someone cares about them. **Scope:** LEA-wide	it is important to expand the athletic areas as well as to provide increased access to additional equipment. Our low-income and EL students live in the surrounding rural farming areas and do not have access to community parks, fields, or courts. As our low-income and EL students have limited access to athletics or equipment outside schools, this will allow more students to participate in activities without having to rotate or take turns as often when using equipment during school hours and provide them with access to equipment during the afterschool program. Clean, safe, welcoming, expanded, and inviting school courts/fields will encourage students to become engaged and increase the feelings of school connectedness that are lacking among our Low-income and EL students through increased opportunities to practice learning how to play with others through compromise, conflict resolution, and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed as they increasingly interact with caring adults, such as coaches, teachers, aids, and community volunteers. This action will allow the expansion of the CTE, VAPA, and enrichment opportunities for these students as well as instruction and class experiences that address multiple student learning modalities, utilize project-based learning integrated with technology, reflect real-world experiences, and provide connectedness to the school. It will	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		also provide the needed motivation for these students to continue to participate in school-sponsored services and functions. This will also result in increased participation in sports programs, before/after school programs, and CTE programs. None of the work being done is considered routine or regular maintenance. All school sites are currently in need of improvements to be able to serve the needs of our students better. The district will expand the facilities to support student engagement and enrichment and provide enhancements to the CTE, 21st-century learning environments and VAPA classrooms and buildings including the continued updating of the farm infrastructure and classroom labs. Providing greater access and expanded facilities will allow students to gain opportunities for new CTE pathways in addition to increasing their preparedness for college and careers. This action is designed to meet the need that English Learners have for vastly improved facilities at all school sites. Such facilities will allow the district to address these students' multiple learning modalities through learning experiences that are relevant to students lives, motivating them to complete educational pathways and feel connected to their school. However, because we expect all students who lack the motivation to participate and be involved in curricular and extracurricular offerings will benefit, this action is provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.12	**Action:** Engagement Opportunities **Need:** As demonstrated in the metric section above (chronic absenteeism data) and input from the Parent Advisory Committee identified that our English Learners and low-income students have some of the lowest participation rates in extended day opportunities. Based on a need assessment, additional offerings that cater to the interest of ELs and low-income students are needed. **Scope:** LEA-wide	To address this need, the district will continue to increase the engagement opportunities for ELs and low-income students by providing the following programs and services after school: Journalism Bi-literacy class Debate class Enrichment/Sports programs (elementary) Chess The above-listed extended-day activities will not only increase student connectedness and involvement but also help our ELs and low-income students stay focused on positive activities outside of the school day. Research and feedback based on local experience show that attendance rates increase when students feel connected to their school. We expect that the chronic absenteeism rate for ELs and low-income students will decrease as the action/service is designed to meet the needs most associated with the reasons why ELs and low-income students do not feel connected to the school and consequently negatively impact the chronic absenteeism rate. However, because we expect that all students showing signs of high truancy rates will benefit, this action is provided on an LEA-wide basis.	MUSD expects that our chronic absenteeism rate for our ELs and low-income students will decrease and all students.
3.6	**Action:** Instructional Support **Need:** CAASPP ELA data and CAASPP Math data and input from the Parent Advisory Committee identified our ELs and low-income students	To address this need and ensure that our ELs and low-income students receive the best first-instruction and lesson delivery, the district will provide Academic Coaches for all school sites. The Academic Coaches will provide one-on-one real-time coaching to teachers in need of support. The coaches will provide individual curriculum-	CAASPP (ELA & Math) scores for ELs and low-income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are struggling with literacy and math skills compared to the performance rate for all students. The district completed a needs assessment to examine the root causes of low performance in ELA and math for low-income and ELs. It was determined that additional literacy supports are needed to better focus on the identified student's ability to read, write, speak, and listen in a way that lets us communicate effectively and make sense of the world. The district struggles to retain teachers due to its rural location. In addition, teacher retirement is a frequent occurrence. Therefore, there is constant onboarding of new teachers. New teachers require ongoing support and coaching to improve their understanding and delivery of the standards and assessments (local and state). They also need support with developing instructional lessons and practices that will help meet the unique needs of our ELs and LI students that are behind their peers academically. Furthermore, educational partner input indicates that supporting all teachers should be an ongoing practice of the district. **Scope:** LEA-wide	focused professional development for teachers in addition to helping them understand “why” ELs and low-income students require specific instructional resources and “when” those resources are needed. The services provided by the academic coaches will focus on providing teachers with the strategies needed to meet the instructional needs and supports of our ELs and low-income students. However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis.	
3.7	**Action:** Rural Residency Program **Need:**	To ensure our ELs and low income students continue to improve in their academic achievement as reflected by CAASPP scores in ELA and Math the district will continue to search for/find and attract quality teachers that are properly	MUSD expects that our CAASPP scores for ELs and low income students will increase.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As demonstrated in the metric section above (percentage of properly credential teachers) and input from the Parent Advisory Committee, the need to hire properly credentialed teachers for our ELs and low income students exist. Not meeting this metric has an impact on academic achievement data (CAASPP ELA data and CAASPP Math data). **Scope:** LEA-wide	credentialed. Since Mendota is a rural community that is nearly an hour outside of the city of Fresno, it is hard to attract new teachers and compete with larger districts that are more centrally located. Therefore, the district will partner with Fresno County Superintendent of Schools (FCSS) in a collaborative residency program to attract "homegrown" teachers. The district will provide mentor teachers that will ensure excellent instructional development for teacher candidates. FCSS will assign a program coordinator that will facilitate collaboration between residents and mentors in addition to collaborating with university faculty to deliver professional learning that is aligned with the mission and vision of the residency partnership. We expect that the CAASPP ELA scores, CAASPP Math scores, and reading levels will increase as the residency program will work to provide homegrown teachers that will best understand the unique needs and challenges of our ELs and low income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	**Action:** English Learner & LTEL Program Interventions and Supports **Need:** As demonstrated in the metric section above, CAASPP ELA data and CAASPP Math data identified that our ELs and LTELs need additional support to achieve the same level as the all-student group. A needs assessment shows that both ELs and LTELs struggle with reading, concepts and procedures in math compared to all students. The fact that our ELs & LTELs struggle with reading also directly impacts the reclassification rate; low reading levels result in a lower reclassification rate. The needs assessment also revealed a unique need specific to LTELs: lack of the background knowledge for understanding the text, hindering their reading fluency and comprehension skills. **Scope:** Limited to Unduplicated Student Group(s)	To ensure that our English Learners & LTELs can keep up with the pace of instruction and not allow them to fall behind, the district will provide a variety of learning supports that will meet the academic needs of ELs & LTELs. This includes tutoring, Saturday learning opportunities, summer learning opportunities, enrichment opportunities/activities, and supplemental classroom supplies. These supports are designed to ensure that every EL & LTEL student gets what they need when needed. Mendota schools continuously monitor the progress of ELs & LTELs and their need for intervention through the RTI model, which includes data dives in PLCs and Instructional Rounds. The summer learning opportunities and enrichment opportunities/activities are designed to provide specific differentiated instruction, early academic language support, and reading intervention support (Guided Reading Program) that each EL & LTEL student needs to be successful. The district also supports purchasing supplemental classroom supplies to enhance the lesson delivery and lesson content for EL & LTELs. To address the challenge of supporting Long-Term English Learners (LTELs) the district will continue to provide the necessary professional development (goal #3 action 5) to ensure that the staff is informed of the unique needs of this subgroup. The focus of this PD will include how to	We will seek feedback from ELD teachers and EL parents to continue to inform the training provided. We anticipate that this action/service will increase the CAASPP ELA scores, CAASPP Math scores, and reading levels of our ELs & LTELs.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		differentiate instruction and how to execute specific instructional strategies in addition to creating a procedure and system for ongoing student progress monitoring.	
3.5	**Action:** Professional Development (English Learner & LTEL PD) **Need:** CAASPP ELA data and input from the Parent Advisory Committee identified that our ELs and LTELs are struggling with literacy compared to the performance rate for all students. The district completed a needs assessment to examine the root cause of low performance in ELA and reading. It was determined that additional professional development is needed to ensure that the teaching staff can better address the unique literacy needs of ELs and LTELs. Specifically, a needs assessment revealed that to address the unique needs of LTELS; we will focus on enhancing teachers' understanding of second language acquisition and strategies and provide teachers with effective instructional practices and resources specifically tailored to the needs of LTELs. In addition, PD will address cultural competence and sensitivity to ensure the learning needs of LTELs are met. **Scope:** Limited to Unduplicated Student Group(s)	To address the identified literacy need of our ELs and LTELs, the district will provide EL-specific professional development with a focus on guided reading. It is recognized that strong professional development helps teachers understand and use instructional practices that reliably foster high student achievement. Guided Reading is a research-based instructional approach in which a teacher works with a small group of students who are reading at similar levels at a particular point in time. The teacher supports each reader's development of effective reading competencies. However, unlike the reading groups of the past, the small, temporary groups are flexible and dynamic. Teachers regularly observe and assess their students, then group and regroup them based on the students' strengths and changing needs over the course of their reading development. In addition, professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning. Local data and educational partner feedback indicate that when teachers participate in the district committees, they are more aware and have additional tools to support ELs and LTELs in the classroom. The district will pay for staff participation in district committees (Curriculum Advisory Committee, Technology Committee, Behavior Committee, and other adjunct committees) that support staff development and	We expect that the CAASPP ELA scores for our EL and LTEL students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		promote EL and LTEL student growth. These committees meet after the contractual duty day, and participating teachers get paid the district's negotiated hourly rate for supplemental services. These committees focus on targeted areas of need and provide attendees with resources and strategies to support ELs and LTELs in the classroom. For the complete and thorough execution of this action/service, materials and resources that will encourage the participation and engagement of all staff will also be provided. Increases in student achievement, particularly of English learners and Long-Term English Learners, will be directly affected by this professional development by providing teachers with the tools necessary to support language acquisition and equity of access. Implementation of this action will result in strategic and focused EL PD and increased staff participation that will impact the academic achievement levels of our ELs and LTELs as the professional development provided will be designed to meet the specific academic needs of ELs (literacy). However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis.	

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

N/A

Additional Concentration Grant Funding

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

All school sites in the school district have a high concentration of either foster youth, English learners, or low income students (all schools are above 55%). Therefore, the additional concentration grant add-on will be used to provide additional staffing at all sites based on a needs analysis that shall include (1) enrollment data and (2) performance data; including metrics that are associated with the district's culture and climate (suspension/expulsion data, well-maintained facilities, and the California Healthy Kids Survey).

The following actions are being implemented to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent. The actions below were selected due to the fact that these services are easily and heavily impacted as enrollment increases; consequently, the district will be able to continue to reduce the student to staff ratio.

Goal #1 Action #7 - Paraprofessionals; all schools
Goal #1 Action #10 - Class Size Reduction; grades 4 -12
Goal #1 Action #12 English Learner Program Intervention and Supports
Goal #2 Action #5 - Mental & Physical Health; all schools
Goal #2 Action # 6 - Safe School Environment; all schools
Goal #2 Action #9 - College and Career Readiness; all schools

In an effort to continuously provide the best services possible, staff may be increased within other goals that do not specifically call it out. Some actions/services found within this plan identify personnel that have been executing a service for many years and the need to increase the service is not routinely analyzed. Therefore, it must be noted that the district will look to reduce the student to staff ratio in all areas so long as it is a direct service to our students. This has been clearly communicated to our educational partners and they are in full agreement of this.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$43,405,996	20,466,549	47.151%	16.064%	63.215%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$70,824,440.00	$1,356,927.00	$0.00	$0.00	$72,181,367.00	$42,077,624.00	$30,103,743.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Standards Aligned Curriculum	All	No			All Schools		$0.00	$926,100.00	$926,100.00				$926,100.00	0
1	1.2	Progress Monitoring Via Technology	All	No			All Schools		$0.00	$436,700.00	$436,700.00				$436,700.00	0
1	1.3	Maintain IDEA Compliance	Students with Disabilities	No			All Schools		$2,457,000.00	$1,527,656.00	$3,984,656.00				$3,984,656.00	0
1	1.4	Academic Counselors	All	No			All Schools		$583,578.00	$34,868.00	$618,446.00				$618,446.00	0
1	1.5	Learning Interventions and Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,521,921.00	$1,679,978.00	$2,468,801.00	$733,098.00			$3,201,899.00	0
1	1.6	Technology In & Out of the Classroom	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$4,280,198.00	$4,280,198.00				$4,280,198.00	0
1	1.7	Paraprofessionals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Mendota Elementary School		$1,040,040.00	$32,100.00	$1,072,140.00				$1,072,140.00	0
1	1.8	Guidance Instructional Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$770,785.00	$107,000.00	$877,785.00				$877,785.00	0
1	1.9	Newcomer Orientation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$92,448.00	$26,750.00	$119,198.00				$119,198.00	0
1	1.10	Class Size Reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,524,750.00	$0.00	$1,524,750.00				$1,524,750.00	0
1	1.11	Curricular Oversight	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools:		$219,564.00	$0.00	$219,564.00				$219,564.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							McCabe Elementary, Mendota Junior High School, Mendota High School									
1	1.12	English Learner & LTEL Program Interventions and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$150,000.00	$600,000.00	$750,000.00				$750,000.00	0
1	1.13	DA Action: LTEL Support	English Learners	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Information Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$124,740.00	$0.00	$124,740.00				$124,740.00	0
2	2.2	Materials/Supplies for Core Offerings	All	No			All Schools		$0.00	$577,500.00	$577,500.00				$577,500.00	
2	2.3	Transportation	All	No			All Schools		$1,000,000.00	$1,915,000.00	$2,915,000.00				$2,915,000.00	
2	2.4	Communication & Outreach	All	No			All Schools		$0.00	$42,022.00	$42,022.00				$42,022.00	
2	2.5	Mental & Physical Health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$501,200.00	$140,268.00	$641,468.00				$641,468.00	0
2	2.6	Safe School Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$414,004.00	$671,608.00	$1,085,612.00				$1,085,612.00	0
2	2.7	Parent & Educational Partner Participation/Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$38,500.00	$220,000.00	$258,500.00				$258,500.00	0
2	2.8	21st Century Learning Environments & Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$203,386.00	$642,751.00	$846,137.00				$846,137.00	0
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,271,160.00	$2,558,390.00	$3,829,550.00				$3,829,550.00	0
2	2.10	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$242,676.00	$0.00	$242,676.00				$242,676.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Facility Improvements	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$7,859,931.00	$7,859,931.00				$7,859,931.00	0
2	2.12	Engagement Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$22,000.00	$126,500.00	$148,500.00				$148,500.00	0
2	2.13	Personal Protection Equipment	All	No			All Schools		$0.00	$500,000.00	$500,000.00				$500,000.00	
3	3.1	Administration	All	No			All Schools		$3,297,263.00	$500,000.00	$3,797,263.00				$3,797,263.00	
3	3.2	Certificated Staff	All	No			All Schools		$22,443,285.00	$0.00	$22,443,285.00				$22,443,285.00	
3	3.3	Support Staff	All	No			All Schools		$1,386,720.00	$227,390.00	$1,614,110.00				$1,614,110.00	
3	3.4	Clean and Well Maintained Facilities	All	No			All Schools		$2,045,688.00	$3,505,226.00	$5,550,914.00				$5,550,914.00	
3	3.5	Professional Development (English Learner & LTEL PD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$22,000.00	$331,978.00	$353,978.00				$353,978.00	0
3	3.6	Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$704,916.00	$0.00	$704,916.00				$704,916.00	0
3	3.7	Rural Residency Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	4.1	STEM Labs	All	No			Specific Schools: Washington Elementary School		$0.00	$335,586.00		$335,586.00			$335,586.00	
4	4.2	Parent Training	All	No			Specific Schools: Washington Elementary School		$0.00	$75,000.00		$75,000.00			$75,000.00	
4	4.3	Supplemental Materials and Supplies and Outside Learning Environment	All	No			Specific Schools: Washington Elementary School		$0.00	$109,849.00		$109,849.00			$109,849.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	Counseling & Mentoring	All	No			Specific Schools: Mendota Continuation School		$0.00	$23,577.00		$23,577.00			$23,577.00	
5	**5.2**	After School Program	All	No			Specific Schools: Mendota Continuation School		$0.00	$21,600.00		$21,600.00			$21,600.00	
5	**5.3**	Off School Site Learning and Development Experiences	All	No			Specific Schools: Mendota Continuation School		$0.00	$6,520.00		$6,520.00			$6,520.00	
5	**5.4**	Counseling & Mentoring	All	No			Specific Schools: Mendota Community Day School		$0.00	$35,535.00		$35,535.00			$35,535.00	
5	**5.5**	After School Program	All	No			Specific Schools: Mendota Community Day School		$0.00	$11,162.00		$11,162.00			$11,162.00	
5	**5.6**	Off School Site Learning and Development Experiences	All	No			Specific Schools: Mendota Community Day School		$0.00	$5,000.00		$5,000.00			$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$43,405,996	20,466,549	47.151%	16.064%	63.215%	$27,418,444.00	0.000%	63.167 %	**Total:**	$27,418,444.00
								LEA-wide Total:	$26,314,466.00
								Limited Total:	$1,103,978.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Learning Interventions and Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$2,468,801.00	0
1	1.6	Technology In & Out of the Classroom	Yes	LEA-wide	English Learners Low Income	All Schools	$4,280,198.00	0
1	1.7	Paraprofessionals	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Mendota Elementary School	$1,072,140.00	0
1	1.8	Guidance Instructional Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	$877,785.00	0
1	1.9	Newcomer Orientation	Yes	LEA-wide	English Learners Low Income	All Schools	$119,198.00	0
1	1.10	Class Size Reduction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,524,750.00	0
1	1.11	Curricular Oversight	Yes	LEA-wide	English Learners	All Schools Specific Schools: McCabe Elementary, Mendota Junior	$219,564.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						High School, Mendota High School		
1	1.12	English Learner & LTEL Program Interventions and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$750,000.00	0
2	2.1	Information Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$124,740.00	0
2	2.5	Mental & Physical Health	Yes	LEA-wide	English Learners Low Income	All Schools	$641,468.00	0
2	2.6	Safe School Environment	Yes	LEA-wide	English Learners Low Income	All Schools	$1,085,612.00	0
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$258,500.00	0
2	2.8	21st Century Learning Environments & Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$846,137.00	0
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	LEA-wide	English Learners	All Schools	$3,829,550.00	0
2	2.10	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$242,676.00	0
2	2.11	Facility Improvements	Yes	LEA-wide	English Learners Low Income	All Schools	$7,859,931.00	0
2	2.12	Engagement Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$148,500.00	0
3	3.5	Professional Development (English Learner & LTEL PD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$353,978.00	0
3	3.6	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$704,916.00	0
3	3.7	Rural Residency Program	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$72,706,979.00	$65,227,854.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Standards Aligned Curriculum	No	$926,100.00	$926,100.00
1	**1.2**	Progress Monitoring Via Technology	No	$436,700.00	$436,700.00
1	**1.3**	Maintain IDEA Compliance	No	$3,984,656.00	$3,984,656.00
1	**1.4**	Academic Counselors	No	$618,446.00	$618,446.00
1	**1.5**	Learning Interventions and Supports	Yes	$3,268,801.00	$2,746,601
1	**1.6**	Technology In & Out of the Classroom	Yes	$4,280,198.00	$2,712,854
1	**1.7**	Paraprofessionals	Yes	$1,072,140.00	$1,072,140.00
1	**1.8**	Guidance Instructional Specialist	Yes	$877,785.00	$877,785.00
1	**1.9**	Newcomer Orientation	Yes	$119,198.00	$119,198.00
1	**1.10**	Class Size Reduction	Yes	$1,524,750.00	$1,524,750.00
1	**1.11**	Curricular Oversight	Yes	$219,564.00	$219,564.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	English Learner & LTEL Program Interventions and Supports	Yes	$750,000.00	$750,000.00
1	1.13	DA Action: LTEL Support	No	$0.00	$0.00
2	2.1	Information Technology	Yes	$124,740.00	$124,740.00
2	2.2	Materials/Supplies for Core Offerings	No	$577,500.00	$577,500.00
2	2.3	Transportation	No	$2,915,000.00	$2,915,000.00
2	2.4	Communication & Outreach	No	$42,022.00	$42,022.00
2	2.5	Mental & Physical Health	Yes	$641,468.00	$641,468.00
2	2.6	Safe School Environment	Yes	$1,085,612.00	$1,085,612.00
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	$258,500.00	$258,500.00
2	2.8	21st Century Learning Environments & Opportunities	Yes	$846,137.00	$846,137.00
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	$3,829,550.00	$2,826,950
2	2.10	Attendance	Yes	$242,676.00	$242,676.00
2	2.11	Facility Improvements	Yes	$8,436,582.00	$4,188,651

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Engagement Opportunities	Yes	$148,500.00	$148,500.00
2	2.13	Personal Protection Equipment	No	$500,000.00	$500,000.00
3	3.1	Administration	No	$3,389,000.00	$3,389,000.00
3	3.2	Certificated Staff	No	$22,418,581.00	$22,418,581.00
3	3.3	Support Staff	No	$1,614,110.00	$1,614,110.00
3	3.4	Clean and Well Maintained Facilities	No	$5,949,049.00	$5,949,049.00
3	3.5	Professional Development (English Learner & LTEL PD)	Yes	$353,978.00	$353,978.00
3	3.6	Instructional Support	Yes	$704,916.00	$704,916.00
3	3.7	Rural Residency Program	Yes	$10,000.00	$10,000.00
4	4.1	STEM Labs	No	$335,586.00	$285,750.00
4	4.2	Parent Training	No	$50,000.00	$23,500.00
4	4.3	Supplemental Materials and Supplies and Outside Learning Environment	No	$42,622.00	$33,643.00
5	5.1	Counseling & Mentoring	No	$26,977.00	$10,550.00
5	5.2	After School Program	No	$25,000.00	$22,350.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Off School Site Learning and Development Experiences	No	$10,000.00	$9,125.00
5	**5.4**	Counseling & Mentoring	No	$35,535.00	$5,500.00
5	**5.5**	After School Program	No	$10,000.00	$7,467.00
5	**5.6**	Off School Site Learning and Development Experiences	No	$5,000.00	$3,785.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$20,319,187	$27,995,095.00	$20,655,020.00	$7,340,075.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Learning Interventions and Supports	Yes	$2,468,801.00	$1,946,601	0	
1	1.6	Technology In & Out of the Classroom	Yes	$4,280,198.00	$2,712,854	0	
1	1.7	Paraprofessionals	Yes	$1,072,140.00	$1,072,140.00	0	
1	1.8	Guidance Instructional Specialist	Yes	$877,785.00	$877,785.00	0	
1	1.9	Newcomer Orientation	Yes	$119,198.00	$119,198.00	0	
1	1.10	Class Size Reduction	Yes	$1,524,750.00	$1,524,750.00	0	
1	1.11	Curricular Oversight	Yes	$219,564.00	$219,564.00	0	
1	1.12	English Learner & LTEL Program Interventions and Supports	Yes	$750,000.00	$750,000.00	0	
2	2.1	Information Technology	Yes	$124,740.00	$124,740.00	0	
2	2.5	Mental & Physical Health	Yes	$641,468.00	$641,468.00	0	
2	2.6	Safe School Environment	Yes	$1,085,612.00	$1,085,612.00	0	
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	$258,500.00	$258,500.00	0	
2	2.8	21st Century Learning Environments & Opportunities	Yes	$846,137.00	$846,137.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.9**	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	$3,829,550.00	$2,826,950	0	
2	**2.10**	Attendance	Yes	$242,676.00	$242,676.00	0	
2	**2.11**	Facility Improvements	Yes	$8,436,582.00	$4,188,651	0	
2	**2.12**	Engagement Opportunities	Yes	$148,500.00	$148,500.00	0	
3	**3.5**	Professional Development (English Learner & LTEL PD)	Yes	$353,978.00	$353,978.00	0	
3	**3.6**	Instructional Support	Yes	$704,916.00	$704,916.00	0	
3	**3.7**	Rural Residency Program	Yes	$10,000.00	$10,000.00	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$43,025,539	$20,319,187	16.845%	64.071%	$20,655,020.00	0.000%	48.006%	$6,911,819.04	16.064%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024