LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morgan Hill Unified School District
CDS Code: 43695830000000
School Year: 2024-25
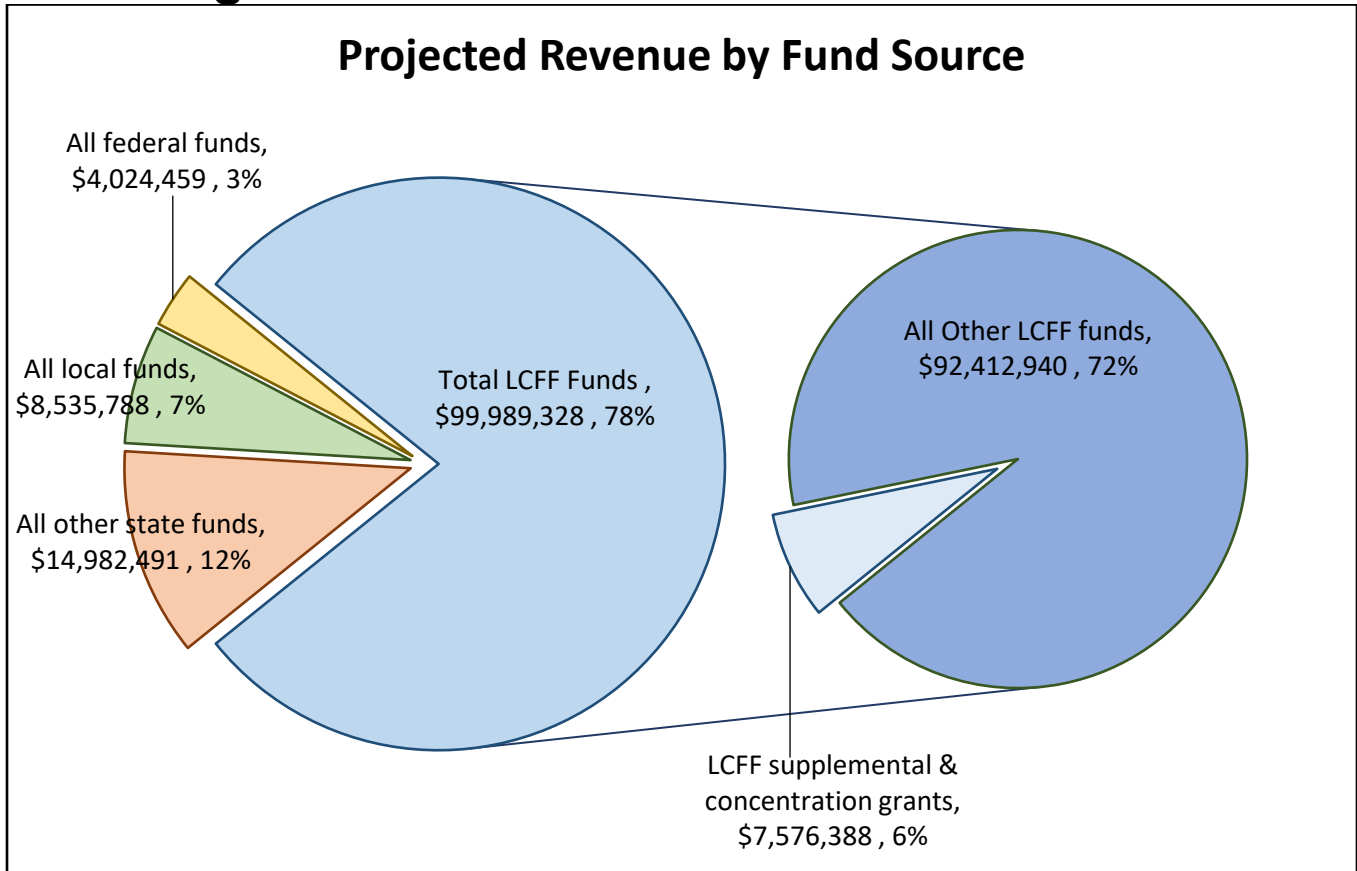LEA contact information:
Dr. Carmen García
Superintendent
garciacarmen@mhusd.org
408.201.6023

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

- All federal funds, $4,024,459 , 3%
- All local funds, $8,535,788 , 7%
- All other state funds, $14,982,491 , 12%
- Total LCFF Funds , $99,989,328 , 78%
- All Other LCFF funds, $92,412,940 , 72%
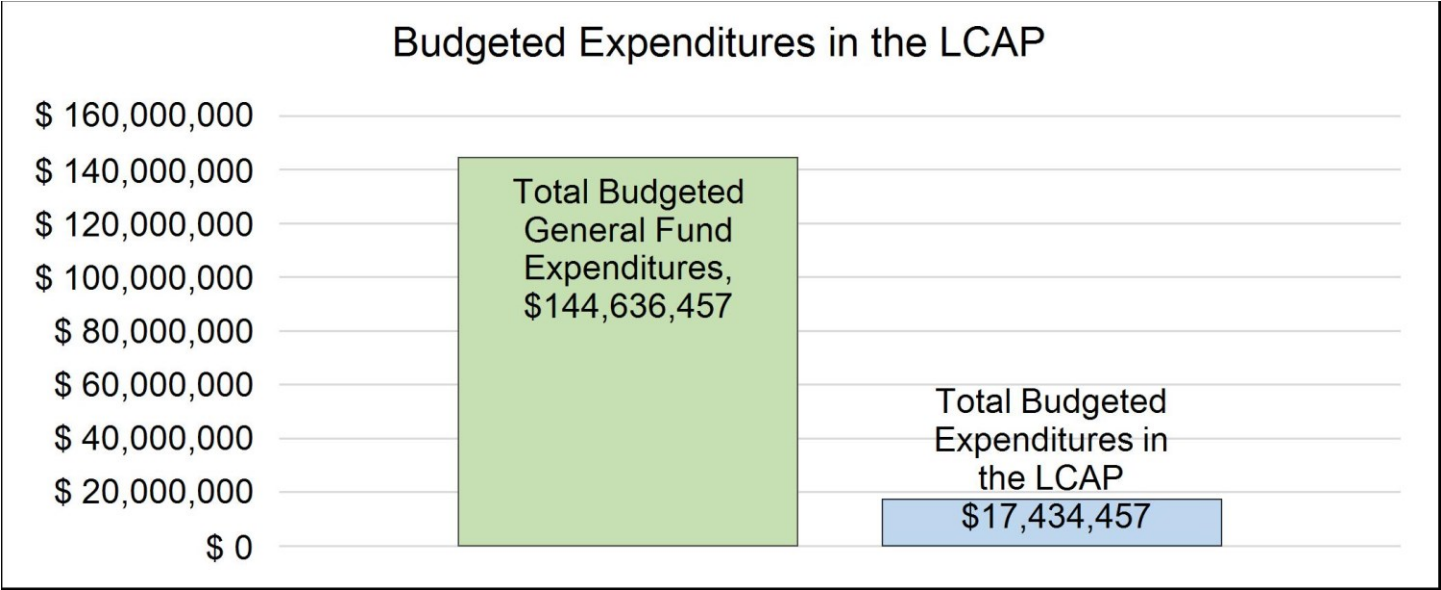- LCFF supplemental & concentration grants, $7,576,388 , 6%

This chart shows the total general purpose revenue Morgan Hill 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 Morgan Hill Unified School District is $127,532,066, of which $99,989,328 is Local Control Funding Formula (LCFF), $14,982,491 is other state funds, $8,535,788 is local funds, and $4,024,459 is federal funds. Of the $99,989,328 in LCFF Funds, $7,576,388 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $144,636,457

Total Budgeted Expenditures in the LCAP $17,434,457

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

The text description of the above chart is as follows: Morgan Hill Unified School District plans to spend $144,636,457 for the 2024-25 school year. Of that amount, $17,434,456.86 is tied to actions/services in the LCAP and $127,202,000.14 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP are related to cost to provide general education and operation of the district listed below:
Maintenance
Grounds
Operational Staff
Operations
Teachers
Support Staff
Facilities
Utilities
Transportation
Health and Welfare
Nutrition Services
Instructional materials and supplies

Textbooks
Special Education
Legal
Please see the 2024-25 Adopted Budget report for details on the General Fund budget expenditures for the 2024-25 school year

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

In 2024-25, Morgan Hill Unified School District is projecting it will receive $7,576,388 based on the enrollment of foster youth, English learner, and low-income students. Morgan Hill Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Morgan Hill Unified School District plans to spend $7,510,110 towards meeting this requirement, as described in the LCAP.
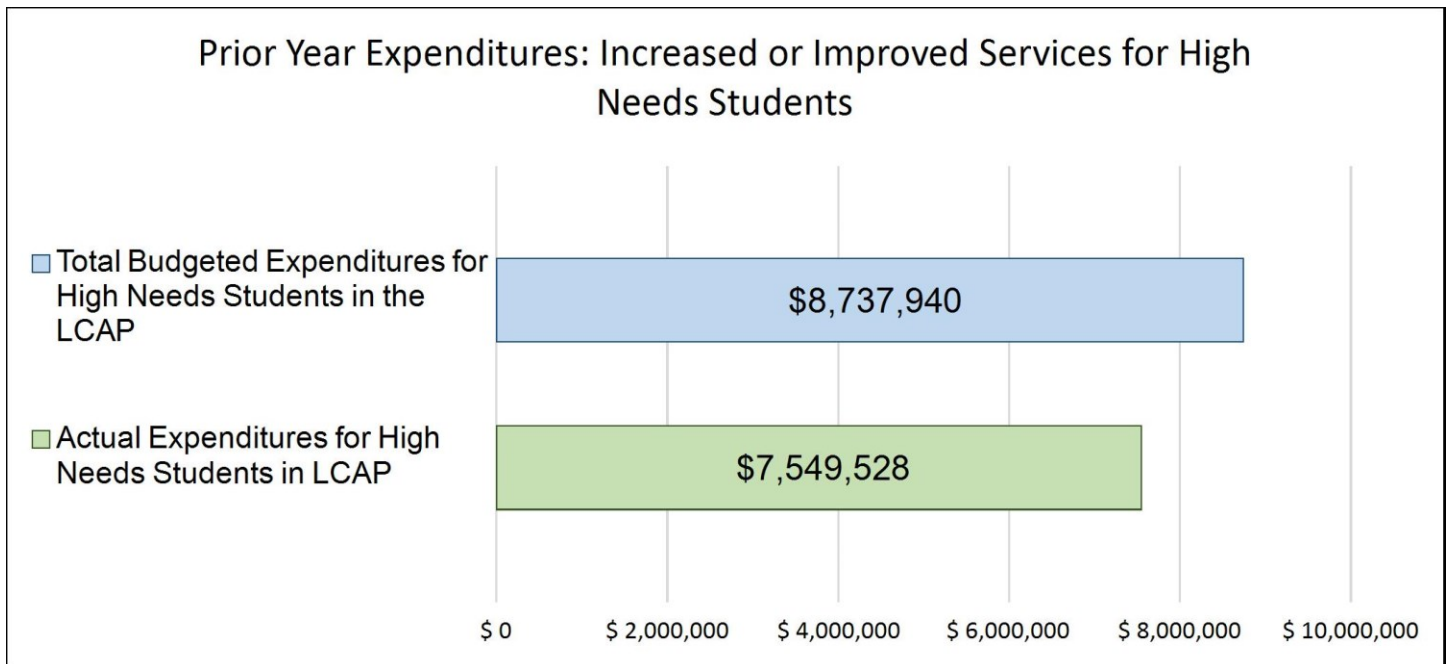
The Morgan Hill Unified School District is committed to providing an equitable and effective education for all students, particularly high-needs students. Two limited actions (1.0.u and 1.4.j) contribute to this goal with a planned percentage of improved services.

1.0.u- Data-driven decision-making: Staff actively analyzes multiple district data points by student groups to identify and address the achievement gaps among English learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities. This data empowers educators with insights to develop targeted instruction, close achievement gaps, and allows the district and school sites to monitor progress toward academic growth.

1.4.j- Targeted Professional development: Staff participate in professional learning opportunities to better support multilingual learners. This ongoing training equips educators with the latest strategies and best practices to meet the unique needs of multilingual students and support and monitor their academic growth.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $8,737,940
- Actual Expenditures for High Needs Students in LCAP: $7,549,528

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

The text description of the above chart is as follows: In 2023-24, Morgan Hill Unified School District's LCAP budgeted $8,737,940 for planned actions to increase or improve services for high needs students. Morgan Hill Unified School District actually spent $7,549,528 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $1,188,412 had the following impact on Morgan Hill Unified School District's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures for actions and services at the site level is a function of prioritizing the spending down of restricted funds targeted to support high needs students first, as those funds have a spending deadline. The shift to using one-time funding sources had no impact to the level of additional services provided to unduplicated students as planned services were provided and the goals as outlined in the LCAP were achieved.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Dr. Carmen García Superintendent	garciacarmen@mhusd.org 408.201.6023

Goals and Actions

Goal

Goal #	Description
Goal 1.0	Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K thru 12th grades

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teachers Fully Credentialed Misassigned Without full credential	from current SARC: Full Credential: 97.1% Misassigned 1.6% Without 2.9%	2021-22 SARC: Full Credential: 94.7% Misassigned: 5.3% Without: 2.4%	2022-23 SARC: Full Credential: 94.7% Misassigned: 0.002% Without: 0.052%	2023-24 SARC: Full Credential: 96% Misassigned: 0.004% Without: 0.04%	Maintain or improve Maintain or decrease Maintain or decrease
Basic Services: William's Act Compliance Standards Aligned Instructional Materials	Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2021-22: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2022-23: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	2023-24: Audit Complaints Qualified Teachers: Passed 0 Instructional Materials Passed 0	Maintain passing audit and no compliance complaints
Basic Services: School Facilities in Good Repair	Audit Complaints Safe Facilities: Passed 0	2021-22 Audit Complaints Safe Facilities Passed 0	2022-23: Audit Complaints Safe Facilities Passed 0	2023-24: Audit Complaints Safe Facilities Passed 0	Maintain passing audit and no compliance complaints
Implementation of State Standards: Rubric Scores by core areas	Math:4.3 ELA/ELD:3.8 Social Science:3.3 NGSS:2.9	Not available due to programatic changes and discontinuation of survey instrument.	Not available due to programatic changes and discontinuation of survey instrument.	Not available due to programatic changes and discontinuation of survey instrument.	Metric retired due to programatic changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MTSS academic:3.5 MTSS soc. emot.:3.3 PLC's:3.6 PBIS:3.6				
Course Access	Local Metrics Met	Local Metrics Met	Local Metrics Met	Local Metrics Met	Maintain status of Local Metric Met for the CA School Dashboard
Pupil Outcomes: College and Career Readiness PSAT % Meet gr. 8 benchmarks PSAT % Meet gr. 10 benchmark SAT Participation Rate SAT ELA Benchmarks SAT Math Benchmarks ACT Participation Rate ACT College Readiness Rate	College/Career Readiness 2019-20 Grade 8 benchmarks Dist: 40% State: 22% Grade 10 Benchmarks Dist: 34% State: 20% SAT Participation Rate: Dist: 59.1% State: 49.7% SAT ELA benchmarks Dist:81.7% State: 77.9% SAT Math benchmarks Dist:68.3% State: 61.3%	College/Career Readiness 2020-21 PSAT Grade 8 Benchmarks District: No reportable data for 20-21 State: 49% PSAT Grade 10 Benchmarks Met District: 21.3% State: 60% 20-21 SAT Participation Rate: District: 15% State: 24% 20-21 SAT ELA Benchmarks: District: 25.3% State: 61%	College/Career Readiness 2021-22 PSAT Grade 8 Benchmarks District: 67% State: 43% PSAT Grade 10 Benchmarks Met District: 58% State: 29% 21-22 SAT Participation Rate: District: 17.2% State: 20% 21-22 SAT ELA Benchmarks: District: 93% State: 65% 21-22 SAT Math Benchmarks	College/Career Readiness 2022-23 PSAT Grade 8 Benchmarks District: 67% State: 38% PSAT Grade 10 Benchmarks Met Results unreported due to less than 10 students taking the assessment districtwide. Students generally take the PSAT/NMSQT instead of the PSAT10. 22-23 SAT Participation Rate: District: 8.8% State: 25%	Maintain or improve College Readiness metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Acceptances Naviance Graduates Meeting UC A-G Biliteracy Graduates Golden State Seal Merit Diploma CCR Dashboard Value	ACT Participation rate Dist: n= 169 26.5% ACT College Readiness: Dist: 84% in ELA, Math, and Science College Acceptances: 957 (1.4 per graduate) Grads meeting UC A-G Dist: 54.1% St: 53.4% Biliteracy Graduates Dist: 25.5% St: 12.9% Golden State Seal Merit Dist: 35.3% St: 24.8% CCR Dashboard Value Dist: 54.7% Yellow	20-21 SAT Math Benchmarks District: 35.2% State: 48% 20-21 ACT Participation Rate: Not available for the 20-21 school year ACT College Readiness: Not available for the 20-21 school year. Class of 2021: College Acceptances (Naviance): 888 total acceptances (1.4 per graduate) Class of 2021 Meeting UC a-g: MHUSD: 56.6% State: 45.4% Class of 2021 Seal of Biliteracy: MHUSD: 7% State: 13.5% Class of 2021 Golden State Seal Merit: MHUSD: 19.6% State: 23.9%	District: 83% State: 45% 21-22 ACT Participation Rate: Not available for the 21-22 school year ACT College Readiness: Not available for the 21-22 school year. Class of 2022: College Acceptances (Naviance): 881 total acceptances (1.4 per graduate) Class of 2022 Meeting UC a-g: MHUSD: 54.4% State: 44.7% Class of 2022 Seal of Biliteracy: MHUSD: 10.8% State: 10.3% Class of 2022 Golden State Seal Merit: MHUSD: 33% State: 25.5% Class of 2022 CCR Dashboard Value:	22-23 SAT ELA Benchmarks: District: 93% State: 80% 22-23 SAT Math Benchmarks District: 80% State: 64% 22-23 ACT Participation Rate: Not available for the 22-23 school year ACT College Readiness: Not available for the 22-23 school year. Class of 2023: College Acceptances (Naviance): 1084 total acceptances (1.6 per graduate) Class of 2023 Meeting UC a-g: MHUSD: 55.1% State: 51.8% Class of 2023 Seal of Biliteracy: MHUSD: 12.5%* State: 12.8%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Class of 2021 CCR Dashboard Value: Not available for 2021 due to suspension of the 2020 and 2021 CA School Dashboard	CCR value was not reported by the CDE as part of the 2022 CA School Dashboard	Class of 2023 Golden State Seal Merit: MHUSD: 35.5%* State: 32.2% Class of 2022 CCR Dashboard Value: Medium; 51.7% prepared (CCR value was reported as 'status only' by the CDE as part of the 2023 CA School Dashboard) *Internal calculation due to discrepancies in DataQuest 23-24 Available Data	
Pupil Outcomes: English Learner Progress EL Growth Rate: % Progressing one or more levels	English Learner Metrics (dashboard) 2018-19 District 45.6% State 48.3%.	English Learner Metrics (CA Dashboard): 2020-21 EL Growth Rate data not available due to suspension of the 2020 and 2021 CA School Dashboard.	English Learner Metrics (CA Dashboard): 2021-22 District: 45.3% making progress towards English language proficiency State: 50.3% making progress towards English language proficiency	English Learner Metrics (CA Dashboard): 2022-23 District: 43.3% making progress towards English language proficiency State: 48.7% making progress	Improve EL growth rate to 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Outcomes: EL Reclassification Rates	2019-20 RFEP Rate: District 8.6% State 13.8%	2020-21 RFEP Rate: District: 3.7% (n=52 students) State: 6.8%	2021-22 RFEP Rate: District: 10% (n= 145 students) State: Currently unavailable; the CDE has yet to published this information for the 21-22 school year	2022-23 RFEP Rate: District: 9.6% (n= 143 students) State: Currently unavailable; the CDE has yet to published this information for the 22-23 school year 23-24 Preliminary Data:197 students on track for reclassification this school year	Improve rate to or better than state rate
Pupil Outcomes: % participation % passed with 3+ score	2019-20 % AP participants District: 40.4% State: 24.6% % AP pass 3+ / enroll. District: 46.0% State: 29.4%	Advanced Placement (AP) Participants 2020-21: District: 30.2% (Grades 10-12) State: Information is no longer available and published by the CDE. 2020-21 % AP Exam Pass with a 3+ / enroll District: 43.4% (College Board) State: Information is no longer available	Advanced Placement (AP) Participants 2021-22 District: 28% (Grades 10-12) State: Information is no longer available and published by the CDE. 2021-22 % AP Exam Pass with a 3+ / enroll District: 64.1%* (College Board) *correct value is 54.5% pass rate due to a calculation error	Advanced Placement (AP) Participants 2022-23 District: 38.6% (Grades 9-12)** State: Information is no longer available and published by the CDE. 2022-23 % AP Exam Pass with a 3+ / enroll District: 56.1% (College Board) State: Information is no longer available	Improve participation and pass rates to 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and published by the CDE. 20-21 AP Participants Latinx: 205 students White: 197 students Asian: 95 students African-American/Black: 12 students SWD: 4 students SED: 29 students EL: 5 students Homeless: 6 students	that was discovered with the College Board reporting State: Information is no longer available and published by the CDE. 21-22 AP Participants Latinx: 192 students White: 174 students Asian: 113 students African-American/Black: 11 students SWD: 1 students SED: 32 students EL: 7 students Homeless: 2 students	and published by the CDE. 22-23 AP Participants (9-12)** Latinx: 472 students White: 374 students Asian: 195 students African-American/Black: 15 students SWD: 15 students SED: 84 students EL: 37 students Homeless: 33 students **This data is inclusive of grades 9-12 as AP courses were expanded to include Grade 9 during the 22-23 school year. Previously it was only open to students in Grades 10-12.	
Pupil Outcomes: Grade 5, 8, 11 (EAP) % meet or exceed on CAASPP	ELA 2018-19 Gr 5 Gr 8 Gr 11 50.31 49.84 59.35 Math Gr 5 Gr 8 Gr 11 34.76	Data is not available due to the suspension of 2020 and 2021 CA School Dashboard. The NWEA MAP assessment was administered in lieu of the CAASPP during	2021-22 ELA Grade 5: 47.69% Grade 8: 44.59% Grade 11: 59.02% Math Grade 5: 28.13% Grade 8: 28.44%	2022-23 ELA Grade 5: 47.74% Grade 8: 39.30% Grade 11: 58.21% Math Grade 5: 31.43% Grade 8: 27.92%	Improve Grade 5 and 8 ELA to > 60%, Gr 11 to > 70%. Improve math grade 5 and 8 to > 50% and Gr. 11 to >60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41.42 39.45	the 2020-21 school year.	Grade 11: 36.55%	Grade 11: 30.36% 23-24 Data Not Available. Expected Fall 2024	
Pupil Outcomes: Grade 5, 8, and 11 National Percentile Rank on NWEA MAP ELA and Math	ELA 2020-21 Gr 5 Gr 8 Gr 11 45pr 43pr 63pr Math Gr 5 Gr 8 Gr 11 31pr 58pr 54pr	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols. A new metric has replaced this metric.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Improve and maintain percentile rankings above 60%
Implementation of CA Standards-Based Curriculum and Assessments for all Students using a Guaranteed and Viable Curriculum (GVC) in all subject areas	2021-22 75 Site Administrators and Site Guiding Coalition members (~17% of certificated staff members) attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum.	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 ~375 Site Administrators, Site Guiding Coalition members, and Site Teachers/Staff (~85% of certificated staff members) attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum.	2023-24 440 Site Administrators, Site Guiding Coalition members, and Site Teachers/Staff attended professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum during the first professional	100% of Site administrator, Guiding Coalition Members, and MHUSD Teachers participate in professional development on the implementation of Guaranteed and Viable Curriculum based on CA standards and board adopted curriculum as evidenced by districtwide (horizontally and vertically aligned) PLC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			In August 2022, all of teachers participated in professional development to identify essential standards by grade level and/or department to launch PLT work for the school year.	development day of the school year. A second PD day was held in October 2023 where this districtwide work continued.	developed curriculum units in all grade levels and subject areas, common formative and summative assessments, and instructional rounds/teacher observations. Essential standards districtwide will be identified and implemented across grade levels and content/subject areas.
Revise, align, and implement the English Learner Master Plan district-wide	2021-22 Baseline: No implementation District Administrators, TOSA, and Site Teachers began the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Partial Implementation. Training has begun for a majority of instructional staff on components that impact the English Learner Plan (i.e. PLTs) but has not reached 100% on plan expectations. District Administrators, TOSA, and Site Teachers continued	2023-24 The English Learning Master Plan is in its final stages of writing, revision and alignment. The anticipated completion is expected to be Fall of 2024.	Full implementation of the Morgan Hill Unified English Learner Master Plan; with 100% of instructional staff trained on plan expectations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the work of revising and aligning the EL Master Plan by grounding their work on student data and research-based best practices. The English Learning Master Plan is in its final stages of writing, revision and alignment. The plan consists of six chapters that address Guiding Principals and Goals, Family and Community Engagement, English Learner Identification/ Program Placement and Reclassification, Instructional Programs, Staffing and Professional Development, and Monitoring/ Evaluation, and Accountability.		
Pupil Outcomes: Grade 5, 8, and 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	2021-22 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 49% Grade 8: 52%	Not available because the 2021-22 school year is the baseline year for this new metric. This metric is replacing the retired NWEA MAP metric from above.	2022-23 NWEA MAP ELA Fall to Winter 22-23 Conditional Student Growth Percentile Grade 5: 53% Grade 8: 57%	2023-24 NWEA MAP ELA Fall to Winter 23-24 Conditional Student Growth Percentile Grade 5: No MAP testing	Students in grades 5, 8, and 11 will improve their median conditional student growth percentile by 15% in both ELA and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 11: 44% NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 5: 65% Grade 8: 55% Grade 11: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.		Grade 11: 46% NWEA MAP Math Fall to Winter 22-23 Conditional Student Growth Percentile Grade 5: 52% Grade 8: 58% Grade 11: 50% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Grade 8: No MAP testing Grade 11: 52% NWEA MAP Math Fall to Winter 23-24 Conditional Student Growth Percentile Grade 5: No MAP testing Grade 8: No MAP testing Grade 11: 54% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	

Goal Analysis

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

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

To continue to advance college and career readiness, MHUSD saw a comprehensive focus on professional development. All certified staff received training on curriculum alignment, including essential standards, standards progression, and assessment design. One hundred percent of principals and key members of schools' Guiding Coalition honed their skills in monthly Professional Learning Teams (PLTs) trainings. Through focused collaboration, Professional Learning Teams leverage student data to identify areas for improvement. By discussing instructional practices and strategies, educators then craft a shared plan of action, including setting priorities for the 24-25 school year. This ongoing cycle of data analysis, collaborative discourse, and shared planning empowers educators to refine their teaching and ultimately benefit student achievement. Additionally, all our District Teachers on Special Assignment (TOSA) provided a robust program of

professional development including workshops, 1:1 coaching, classroom demonstrations, and committee expertise. TOSAs also constructed specialized professional development sessions for a variety of audiences including educators new to the teaching profession.

To achieve this goal, we've successfully implemented a comprehensive suite of academic assessments. These assessments, accompanied by targeted professional development for educators, ensure not only successful rollout but also long-term sustainability. The rich data generated by these assessments serve a dual purpose: providing both diagnostic insights into student strengths and areas of growth and formative feedback that allows for continuous improvement. This data empowers educators to refine instruction, deliver timely interventions, and tailor learning to meet the specific needs of each student. Additionally, it informs the work of professional learning teams, fostering collaboration and driving instructional excellence.

This year we also invested in comprehensive professional development for the MTSS district team. This culminated in the planning of a districtwide MTSS Handbook, a valuable resource that will provide the framework for educators to engage in data-based decision-making related to high-quality instruction and intervention necessary to ensure positive outcomes for students.

Our commitment to Career and Technical Education (CTE) continues to grow. This year saw the launch of the district's inaugural Dual Enrollment program with eight new courses offered across the fall and spring semesters, allowing students to earn college credit while still in high school. These courses will provide students with even more courses to explore their interests and be college and career-ready.

This year, the Educational Services team made significant strides in revamping the Plan for English Learner Success. This comprehensive plan serves as the district's roadmap to achieving state-mandated requirements for English Learners (ELs). It outlines clear policies for complying with federal and state regulations while ensuring alignment with existing district initiatives focused on EL education. To ensure a well-rounded approach, the district actively sought input from various stakeholders, including EL Facilitators, administrators, the District English Learner Advisory Committee, and educators. This collaborative revision process will continue throughout the summer and early fall, with a tentative presentation for adoption scheduled for September 2024.

The digital licenses needed for this goal are now fully in place. We achieved a district-wide staffing model as envisioned in this goal.

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.

1.0.a - The planned professional development provided by an outside consultant was partially implemented and eventually discontinued.
1.0.b - The professional development model changed due to the availability of substitute teachers. Originally, site teams were planned to attend, and only two teachers per site were ultimately invited to attend. Additionally, two professional development days were canceled
1.0.h - District added additional TOSAs to Title I schools
1.0.i - Increase in purchases of instructional materials. Bridged to a newer version of the currently adopted elementary mathematics curriculum. Adopted a Basic Biliteracy curriculum for the dual language immersion schools. Purchased world languages curriculum for high school. (Restricted Lottery)

1.0.k - Decrease in purchases of supplies for Visual and Performing Arts
1.0.l - The contract amount was more than originally anticipated. Added in-person professional development for staff. Expansion in participating grade levels.
1.0.m - The budgeted extra hours for staff and consultant services were not utilized because the plan was worked on during contractional time.
1.0.n - Staff did not attend the Constructing Meaning Institute due to programmatic changes.
1.0.r - Increase of additional digital curriculum licenses for the Independent Study program
1.0.s - Increase in the number of students served in ELOP programs
1.0.t - Early College and Career Exploration was not implemented
1.0.u - Not able to hire migrant staffing
1.0.aa - The program structure was redesigned to be managed locally at the school sites. Fewer tutors were engaged in the program.
1.0.bb - The budgeted extra hours for staff were not utilized because the plan was worked on during contractional time.
1.0.dd - Fewer coaching hours were required than budgeted.
1.0.ee - Professional development was included in other professional development costs. Additional program materials were not required this year.
1.0.ff - Changes in the testing model required fewer external testers to be engaged.
1.0.gg - The facilitating consultant canceled multiple meeting sessions, and the expected number of staff did not participate in the committee.

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

The planned actions and services supported the anticipated needs for the 23-24 school year. All school sites participated in the year-long professional development of Professional Learning Teams. This school year, TK-8 school sites fully implemented academic core assessments: iReady Reading and Math, ESGI, and Literably. In addition, our Dual Language Immersion sites also implemented iReady Reading in Spanish. The data from these assessment platforms fuels powerful action. Teachers collaborate during dedicated time to analyze student progress, leading to adjustments in instruction, targeted interventions, strategic support, and a clear roadmap for student learning for both the school and district.

Actions 1.0.a, 1.0.b, 1.0.c, and 1.0.d-g have provided professional development training to support to support curriculum alignment and Professional Learning Teams. Our teachers actively participated in the professional development led by our TOSAs (Teacher on Special Assignment). This engagement has strengthened our internal capacity for various programs, including Constructing Meaning.
Action 1.0.h - Staffing who provide direct instructional support to students including small group instruction. Local data collected during small group intervention indicates that students are progressing towards proficiency.
Action 1.0.j- Effective implementation of new dual enrollment courses at both comprehensive high schools.
Action 1.0.m, 1.0.n- Work on the finalization of the EL Plan for Student Success and professional development to support English Language Development
Action 1.0.o- Full implementation of academic core assessments was effective in providing educators with valuable diagnostic data, pinpointing individual student strengths and areas of growth. This data allows for tailoring resources and interventions to each student's

specific needs.
Action 1.0.r- Independent Study program served TK-12 students in the district
Action 1.0.s- ELOP program provided the opportunity for enrichment before and after school, two intersession programs, and summer school.

Overall, the actions and services that were implemented resulted in progress. Our internal data indicates that for 23-24, there will be an increase in the number of Reclassified English Learners (197). There was an increase in the number of students who participated in AP courses (38.6%) and passed the AP exams with a 3 or better (56.1%). For graduates, there was an increase in the number of college acceptances (1084), an increase in the number of students meeting UC A-G requirements (55.1%), an increase in the number of students who earned the Seal of Biliteracy (12.5%), and an increase in the number of students earning the Golden State Seal Merit (35%). There was a significant increase in the number of CTE completers from 202 in 2022 to 282 for the 2023 graduating class. Full implementation of eight Dual Enrollment courses:
- Math 14 - Math for Liberal Arts (Fall 2023)
- Math 7 - Finite Math (Spring 2024)
- Art 10A: Cultural History of Ceramics (Fall 2023)
- Art 7A: Beginning Ceramics (Spring 2024)
- Welding 201: Beginning Welding (Fall 2023)
- Welding 202: Intermediate Welding (Spring 2024)
- CMGT 101: Concepts of Construction Management (Fall 2023)
- CMGT 102: Construction Graphics (Spring 2024)

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

2023 English Learner Performance Indicator (CA Dashboard) indicated that 43.3% of English Learners made progress towards English language proficiency compared to 45.3% in 2022. As a result of this analysis and the analysis of other data points related to English Learner performance the 24-27 LCAP will specifically call out a focus goal to address the needs of English Learners. Actions such as 1.0d TOSA-English Language Development and 1.0.n English Language Development Professional Learning will be moved to this focus goal. Additionally, revision process for the Plan for English Learner Success will continue throughout the summer and early fall, with a tentative presentation for adoption scheduled for September 2024.

Other changes include:
1.0.a- Reduction due to extensive districtwide professional development
1.0.f- TOSA-Technology moved to a different funding source
1.0.g- Reduction TOSA- Elementary Math position
1.o.h- Reduction additional Title I staffing
1.0.l- Reduction Equal Opportunity Schools contract
1.0.n- Significantly reduce contract and move funding source to categorical funding

1.0.q- Reduction of two Elementary Assistant Principals
1.0.t- Remove Early College and Career Exploration as A-G grant has expired
1.0.w- Licenses and materials for library and instructional materials Inventory Control Program moved to Restricted Lottery
1.0.bb- Remove Counselor Plan action as the plan will be completed within contractual time

Driven by data and a commitment to continuous improvement, our district has identified TK-12 comprehensive literacy as a key area for focus. This year, educators and administrators are collaborating on the development of a Comprehensive Literacy Plan. This plan will not only articulate our district's vision for literacy, but also serve as a roadmap outlining research-based practices, clear expectations, and achievable goals. It will detail the specific steps we'll take to ensure all students reach their full literacy potential. The MHUSD Comprehensive Literacy Plan will be a new action item in the upcoming LCAP.

In response to the California Department of Education's new math framework adoption (July 2023), MHUSD launched the TK-12 Math Taskforce. This districtwide team of educators is dedicated to unlocking the potential of the new framework. Their mission is to ensure equitable learning and success for all students, and create strategic alignment across MHUSD's TK-12 mathematics program through the lens of the 2023 CA Mathematics Framework. The MHUSD Math Taskforce will be a new action item in the upcoming LCAP.

Revision and finalization of the districtwide MTSS Handbook will take place during the 24-25 school year.

Update to Metrics:
For the upcoming 24-27 LCAP we will be removing the metrics for this goal that are no longer available via CDE or in use in the district.
In search of assessments that better meet the needs of our high school students, the District is crafting a plan to transition from NWEA to a more comprehensive evaluation system during the 24-25 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.

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.1	Elementary Academic Excellence Literacy: Using an equity in education framework that promotes cultural responsiveness, inclusion practices, and a data-driven system of support for all students, professional learning teams will develop a timely and effective multi-tiered system to support students to achieve grade level proficiency in reading by the end of third grade by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP grade 3 ELA proficiency meet or exc. (CAASPP)	All: 43.3% Latx: 28.7% Non EL Latx: 40.6% Wht: 59.7% SWD: 17.6% SED (2018-19): 25.7%	Data is unavailable due to the suspension of CAASPP testing during the 19-20 school and local assessment administrator in lieu of CAASPP during the 20-21 school year.	2021-22 CA Dashboard - Grade 3 ELA All: 42.2% Latinx: 30.6% Non EL Latinx: 38.9% White: 57.5% SWD: 19.8% SED: 29.4%	2022-23 CA Dashboard - Grade 3 ELA All: 36.8% Latinx: 22.8% Non EL Latinx: 39.9% White: 53.7% SWD: 8.2% SED: 18.3%	Desired outcome updated for 22-23 LCAP 10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
Winter MAP Grade 3 Reading RIT Scores (Datazone)	All: 195 Latx: 190 Non-EL Latx: 194 Wht: 201 SWD: 186 SED: 195 (2018-19)	Grade 3 Winter 2021-22 MAP RIT Reading Scores All 3rd Grade Students: 192 Latinx: 186 Non-EL Latinx: 190 White: 200 SWD: 177	Grade 3 Winter 2022-23 MAP RIT Reading Scores All 3rd Grade Students: 184 Latinx: 180 Non-EL Latinx: 187 White: 189 SWD: 170	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP All students and student groups will at least place within the Winter National Norm RIT Score range for 3rd Grade (186.62 to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SED: 185	SED: 178		197.12) with a minimum increase of 5 points for all students and student groups.
Grade 3 Fountas and Pinnell % not met grade level benchmark (Datazone)	All: 24% Latx: 34% Non-EL Latx: 22% Wht: 13% SWD: 47% SED: 48% (2020-21)	Grade 3 F&P: 2021-22 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 30% Latinx: 43% Non-EL Latinx: 29 % White: 16% SWD: 69% SED: 47%	Grade 3 F&P: 2022-23 Beginning of the Year Percent Not Meeting 3rd Grade Benchmark All 3rd Grade Students: 31.3% Latinx: 44% Non-EL Latinx: 35% White: 19% SWD: 79% SED: 48%	Not available due to programmatic changes and discontinuation of F&P assessment tool for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP Percentage of students not meeting 3rd grade level benchmark will decrease by 5% annually for a total 15% decrease from Baseline for all students and student groups.
Basic Reading Skills (Grades 1-2): Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY)	2021-22 Grade 1 • CVC: 45% • CVCC: 39% • Digraph: 24% • Blend: 31% Grade 2 • Contractions: 48% • CVC: 56% • CVCC: 54% • Digraph: 37% • Blend: 43%	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Grade 1 • CVC: 40% • CVCC: 39% • Digraph: 25% • Blend: 37% Grade 2 • Contractions: 57% • CVC: 60% • CVCC: 58% • Digraph: 40% • Blend: 46%	2023-24 Grade 1 • CVC: 61% • CVCC: 61% • Digraph: 44% • Blend: 51% Grade 2 • Contractions: 63% • CVC: 69% • CVCC: 65% • Digraph: 52% • Blend: 56%	Desired outcome updated for 22-23 LCAP Percentage of students scoring 3 correct on Key Phonics Taught Skills Middle of Year (MOY) will increase by at least 10% for each skill from Year 1 Outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• CVCe: 45%		• CVCe: 50%	• CVCe: 58%	
Number of Tier 2 Reading Students	413	422 students	536 students	2023-24 387 students	Desired outcome updated for 23-24 LCAP 20% reduction from Baseline (82 students) in students identified for Tier II support in reading - 331 students
Growth by Tier II participants (national percentile rank on MAP Reading)	Participants had an average growth of +7 percentiles. This rate of growth is 2.2 times greater than non-participants	The data is no longer calculated and monitored using the same methodology due to a change in data protocols	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Metric retired due to programmatic changes.
Growth by Lexia Usage (national percentile rank on MAP Reading)	Students without Lexia usage declined -1.0 percentiles. Students with 200-299 Lexia units completed increased +11 percentiles.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Metric retired due to programmatic changes.
Growth by structured literacy pilot classes	TBD baseline 2021-22	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all	This metric is no longer applicable and, therefore not measured, due to programmatic changes in structured literacy across all	Metric retired due to programmatic changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		schools with K-5 students.	schools with K-5 students.	schools with K-5 students.	
Literacy Professional Development # of Teachers Trained	TBD baseline 2021-22	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	This metric is no longer applicable and, therefore not measured, due to programmatic changes in professional development districtwide.	Metric retired due to programmatic changes.
Implementation Monitoring and Fidelity (5pt rubric)	TBD baseline 2021-22	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	The metric is no longer applicable and, therefore not measured, due to programmatic changes.	Metric retired due to programmatic changes.

Goal Analysis

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

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

MHUSD staff implemented an equity-focused approach in literacy instruction, promoting cultural responsiveness and inclusion practices, in professional development for instructional planning and classroom practices related to literacy instruction. Professional Learning Teams (PLTs) received on-going training and support through monthly District Guiding Coalition meetings in the process of evaluating the effectiveness of collaborative planning, sharing of best practices, and PLT actions to enhance teacher capacity to address diverse student needs. As part of the PLT process, teams analyze the effectiveness of the data-driven system in identifying students' literacy needs, monitoring progress, and providing targeted interventions. As PLTs and District staff analyzed the progress made towards the goal of achieving grade-level proficiency in reading by the end of third grade teams also assessed whether students were on track to meet this benchmark and identify any areas of concern or areas where additional support is needed. Professional development was provided in partnership with the SCCOE Inclusion Collaborative to provide elementary teachers with the training and support needed to create inclusive learning environments where all students, including those with diverse learning needs, feel valued and supported in their literacy development.

Early Literacy Supplemental Curriculum Supports
After reviewing local reading assessment data, staff identified that both students and teachers needed extra support and resources to effectively teach foundational literacy skills. To address this, our Early Literacy Teacher on Special Assignment (TOSA) organized a series of trainings on the Heggerty Phonemic Awareness curriculum for all TK-5 teachers. This supplemental resource equips teachers with a structured program of daily lessons spanning 35 weeks. The lessons focus on eight key phonemic awareness skills, plus activities to enhance letter and sound recognition and language awareness, ensuring that all students develop the essential pre-reading skills needed for success. These lessons are designed for classroom settings and provide a consistent, evidence-based approach to developing students' phonemic and phonological awareness. In addition to training teachers, the Early Literacy TOSA also conducted professional development sessions for elementary principals. This training helps principals provide informed feedback to teachers during classroom visits, further supporting effective literacy instruction.

After implementing the phonemic and phonological awareness curriculum, staff identified a need for additional phonics instruction support. To address this, a group of K-2 teachers partnered with Greenfield Learning and the Early Literacy TOSA to evaluate five different phonics curricula. They piloted two of these programs in their classrooms to determine which would be the best fit for students in MHUSD. As this evaluation process wraps up, the team will present their findings and recommendations to the Elementary Curriculum Council and the MHUSD Board. The goal is to adopt a district-wide phonics curriculum that meets the needs of all K-2 students, starting in the 2024-25 school year. This comprehensive approach aims to provide students and teachers with the tools they need to build strong literacy skills from the ground up.

Reading Intervention Teachers and MTSS Paraeducators
At each elementary schools, MHUSD has dedicated Reading Intervention Teachers (RITs) who are focused on providing Targeted/Tier II literacy instruction to our emerging readers. These RITs play a crucial role in helping students who need extra support in developing their reading skills. Over the past two years, the RITs have undergone specialized professional development to enhance their teaching strategies. They have worked closely with Greenfield Learning and our Early Literacy TOSA to deepen their understanding of how reading develops in the brain. They have also been trained in using the University of Florida Literacy Institute (UFLI) Toolbox and the Orton-Gillingham approach from the Institute for Multi-Sensory Education. These programs are renowned for their effectiveness in teaching reading through evidence-based practices and multi-sensory techniques. In addition to the RITs, we also have MTSS Paraeducators who provide additional support within our multi-tiered system of supports (MTSS). These paraeducators work alongside the RITs to implement interventions and track student progress, ensuring that each child receives the appropriate level of support. Together, our Reading Intervention Teachers and MTSS Paraeducators are making a significant impact on our students' literacy development, providing the specialized instruction and support that our emerging readers need to succeed.

Multi-Tiered Systems of Support (MTSS)
The District MTSS Team has been hard at work evaluating and improving the structure and effectiveness of our multi-tiered system of supports (MTSS) for literacy. This involves identifying students who need extra help, providing targeted interventions at different levels, and monitoring their progress over time to ensure they are on the right track. To better support our site-level Student Success Teams (SSTs), the MTSS team is developing a comprehensive handbook. This handbook will guide SSTs in delivering structured interventions for students who are struggling to meet grade-level proficiency by the end of third grade. Creating this handbook has been a collaborative effort over the

course of this LCAP, involving teachers, administrators, parents, and community members. Together, staff are working toward the goal of achieving academic excellence in literacy at the elementary level.

The Educational Services Team, in partnership with the Elementary Curriculum Council, has also been continuously evaluating the types of data collected, such as formative assessments, standardized test scores, and progress monitoring data. This evaluation helps staff understand how these data points inform instructional decisions. By closely examining systems for tracking and evaluating progress, changes have been made to the assessment tools to ensure teachers have easy access to data and the instructional resources they need. Throughout this process, staff have focused on using benchmarks and progress monitoring data to track student outcomes and adjust instructional practices as necessary. These adjustments help ensure that every student receives the support they need to succeed.

Importantly, the planned actions have been implemented as intended, with no significant deviations. This consistency helps MHUSD stay on course in the goal to improve literacy outcomes for all elementary 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.

1.1.a - Additional professional development and instructional materials were provided to TK-5 teachers to support phonemic awareness instruction.
1.1.b - The supplemental literacy materials were integrated with the licensing for iReady.
1.1.d - Not all positions were staffed for the full year.
1.1.e - Not all positions were staffed for the full year.
1.1.f - Additional supplemental materials were purchased for reading intervention.
1.1.g - Contract from previous year continued through 2023-24. No cost incurred in 2023-24.

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

MHUSD's efforts in elementary literacy have been focused on strengthening Universal Instruction (formerly Tier I) and providing additional Targeted Support (formerly Tier II) for students who are still mastering foundational reading skills. The data gathered across various areas strongly supports the need to continue offering specialized literacy support for students in grades TK-8. However, several elementary literacy metrics included in the LCAP have been retired due to program changes.

Actions 1.1.a, 1.1.b, 1.1.f, and 1.1.g have provided training and resources directly to students at both the Universal Instruction and Targeted Support levels. Local data from iReady Reading shows that students are making progress toward proficiency. For instance, in Fall 2023, Diagnostic 1 revealed that 28% of 1-8 grade students were at or above grade level, while 39% were behind two or more grade levels. By Winter 2023/24, Diagnostic 2 showed improvement, with 39% of K-8 students at or above grade level and only 32% two or more grade levels

behind. This data indicates not only progress toward grade level but also advancements beyond it. Twelve reading intervention staff were trained in using the University of Florida Literacy Institute (UFLI) Toolbox and 30 staff were trained in the Orton-Gillingham approach from the Institute for Multi-Sensory Education, including reading intervention staff and resource support providers.

Additionally, actions 1.1.c, 1.1.d, and 1.1.e involve staffing dedicated to providing direct instructional support to students at the Targeted Support level through small-group instruction provided by the Reading Intervention Teachers, MTSS Paraeducators, and Bilingual Paraeducators. Local data collected during these small group interventions also reflects positive progress towards proficiency.

Overall, the focus on strengthening Universal Instruction and providing Targeted Support has yielded encouraging results, as evidenced by the improvement in student performance.

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

As the new LCAP is developed, MHUSD is changing its goals to better serve elementary students. One significant change is consolidating Focus Goals 1.1 and 1.2 into a single Elementary Focus Goal. This allows staff to streamline efforts and focus resources more effectively.

Throughout this process, staff have strongly emphasized fostering a culture of collaboration. MHUSD has implemented new communication methods and processes to enhance engagement with educational partners. By ensuring alignment and support for initiatives, staff can work together more effectively to achieve goals and support student success.

Update to Metrics:
After reviewing the metrics, staff have identified the need to make some adjustments to track progress and success better. This means adding new metrics, removing outdated ones, and refining existing metrics to provide clearer insights into performance. By aligning metrics with the indicators used to evaluate student growth and proficiency based on state and local data, staff can ensure that accurate measurement of progress and make informed decisions to support student achievement.

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

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.2	Elementary Math Excellence: Using an equity in education framework that promotes cultural responsiveness, inclusion and access for all students. Collaboratively develop a timely and effective multi-tiered, data-driven, system of support that assists all students to achieve grade level proficiency in math by the end of 5th grade during the three year plan cycle by June 2024

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP grade 5 Math proficiency meet or exc. (CAASPP)	All: 34.1% Latx: 19.9% Non-EL Latx: 26.3% Wht: 51.2% SWD: 6.5% SED: 15.9% (2018-19)	Data unavailable due to suspension of CAASPP administration during the 21-22 school year; NWEA was administered as a local assessment in lieu of the CAASPP	2021-22 CA Dashboard - Grade 5 Math All: 31.6% Latinx: 19.5% Non EL Latinx: 32.3% White: 47% SWD: 11.7% SED: 18.9%	2022-23 CA Dashboard - Grade 5 Math All: 47.7% Latinx: 37.2% Non EL Latinx: 48% White: 60.7% SWD: 16.9% SED: 30%	Desired outcome updated for 22-23 LCAP 10% annual increase of percent met or exceeded standard for a total increase of 30% from Baseline data for all students and student groups.
MAP grade 5 MAP RIT scores (Datazone)	All: 209 Latx: 204 Non-EL Latx: 208 Wht: 217 SWD: 193 SED: 209 (2020-21)	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 209 Latinx: 205 Non-EL Latinx: 209 White: 215 SWD: 192 SED: 201	Grade 5 Winter 21-22 Math MAP RIT Scores All 5th Grade Students: 210 Latinx: 205 Non-EL Latinx: 204 White: 215 SWD: 194 SED: 198	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Desired outcome updated for 22-23 LCAP All students and student groups will at least place within the Winter National Norm RIT Score range for 5th Grade (209.13 to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					218.75) with a minimum increase of 5 points for all students and student groups.
K-5 Math Professional Development # Teachers Trained	TBD baseline 2021-22	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data	Metric retired due to programmatic changes.
Elementary Math Implementation Rubric	4.3	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data protocols.	Data unavailable. The data was not collected or monitored due to a change in data	Metric retired due to programmatic changes.

Goal Analysis

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

MHUSD staff implemented an equity-focused approach in mathematics instruction, promoting cultural responsiveness and inclusion practices, in professional development for instructional planning and classroom practices related to mathematics instruction. Professional Learning Teams (PLTs) received on-going training and support through monthly District Guiding Coalition meetings in the process of evaluating the effectiveness of collaborative planning, sharing of best practices, and PLT actions to enhance teacher capacity to address diverse student needs. As part of the PLT process, teams analyze the effectiveness of the data-driven system in identifying students' mathematical needs, monitoring progress, and providing targeted interventions. As PLTs and District staff analyzed the progress made towards the goal of achieving grade-level proficiency in reading by the end of fifth grade. Teams also assessed whether students were on track to meet this benchmark and identify any areas of concern or areas where additional support is needed. Professional development was provided in partnership with the Santa Clara County Office of Education (SCCOE) Inclusion Collaborative to provide elementary teachers with the training and support needed to create inclusive learning environments where all students, including those with diverse learning needs, feel valued and supported in their literacy development.

Early Math Supports
Through the Universal Pre/Transitional Kindergarten (UPK/UTK) work with the SCCOE, MHUSD was identified to engage in a grant-funded partnership with California Education Partners on a Pre-K to 3 Coherence Collaborative. Next year, two MHUSD elementary schools will engage in work together and with cross-functional teams from other participating districts to address the challenge of making the transition from pre-school to kindergarten (and beyond) as seamless as possible. Throughout the three-year program, district teams will work alongside and be supported by expert thought partners in the field, teams from other districts, and California Education Partners staff. Over the course of the three-year program, the mathematical practices and learnings will expand across all elementary schools in the district.

The Educational Services Team, in partnership with the Elementary Curriculum Council, engaged in ongoing evaluation of the types of data collected (e.g., formative assessments, standardized test scores, progress monitoring data) and the impact on informing instructional decisions. Through the evaluation of the systems in place for monitoring and evaluating the progress towards the goal, including the use of benchmarks and progress monitoring data to track student outcomes and adjust instructional practices as needed, assessment tools have been changed to facilitate teacher access to assessment data and supporting instructional tools.

There were no substantive differences in planned actions and actual implementation of these actions.

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.

1.2.a - Membership less expensive than anticipated
1.2.b - Supplemental materials included with iReady licenses. No additional cost.

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

Action 1.2.a provided teachers with professional learning opportunities and supplemental math materials. The partnership with the Silicon Valley Math Initiative also led to a professional development series that provides training to teachers on the new state-adopted CA Mathematical Framework.

Action 1.2.b provided students with access to supplemental math resources through iReady. Local data (iReady Math) indicates that students are progressing towards proficiency. In Fall 2023, Diagnostic 1 indicated 15% of 1-8 grade students were at or above grade level and 43% of students were two or more grade levels below. In Winter 2023/24, Diagnostic 2 indicated 25% of K-8 students were at or above grade level and 32% of students were two or more grade levels behind. This data indicates that not only are students progressing toward grade level, but they are also advancing beyond grade level.

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

Planned changes to the goal include consolidating Focus Goals 1.1 and 1.2 into one Elementary Focus Goal. In developing the new LCAP, MHUSD has focused on fostering a culture of collaboration by implementing new communication methods and processes to improve educational partner engagement and ensure alignment and support for initiatives.

Update to Metrics:
A review of the metrics indicates a need to adjust the metrics to better capture progress and success. This will involve adding new metrics, removing ones no longer relevant, and refining existing metrics to provide clearer insights into performance. The current metrics will be adjusted to reflect indicators that are currently used to evaluate student growth and proficiency based on state and local data.

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

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.3	Middle School Readiness to High School: Using equity in education frameworks, collaboratively design and actualize a research-based middle school readiness model that focuses on building community and a supportive learning environment by providing an equitably rigorous and culturally responsive curriculum, healthy and positive relationships, restorative practices, and preparation for on-track for high school success as evidenced in the California Dashboard and MHUSD local indicators of middle student success by the end of the three-year plan cycle by June 2024. (addresses state priorities: 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Grade Distributions (GD) (Datazone)	2020-21 Grades by Grade Level %A/B 6th - 61% 7th - 57% 8th - 57% %D/F 6th - 24% 7th - 28% 8th - 29%	2021-22 Semester 1 Marks By Grade Level %A/B 6th - 64% 7th - 65% 8th - 65% %D/F 6th - 18% 7th - 19% 8th - 20%	2022-23 Semester 1 Marks By Grade Level %A/B 6th - 70% 7th - 67% 8th - 70% %D/F 6th - 13% 7th - 14% 8th - 14%	2023-24 Semester 1 Marks By Grade Level %A/B 6th - 76% 7th - 66% 8th - 68% %D/F 6th - 10% 7th - 17% 8th - 15%	Increase A/B rates to >65% and decrease D/F rate <15%
GPA Grade 8 by number of students (Datazone)	2020-21 Number of Students 4.0 GPA - 61 students 3.0-3.99 GPA - 189 students	2021-22 Semester I Grade 8 GPA Number of Students 4.0 GPA - 93 students	2022-23 Semester I Grade 8 GPA Number of Students 4.0 GPA - 87 students	2023-24 Semester I Grade 8 GPA Number of Students 4.0 GPA - 77 students	Decrease students in 0 to 1.99 range to <60

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.0-2.99 GPA - 125 students 1.0-1.99 GPA - 43 students	3.0-3.99 - 199 students 2.0-2.99 - 132 students 1.0-1.99 - 95 students 0-0.99 - 138 students	3.0-3.99 - 184 students* 2.0-2.99 - 120 students 1.0-1.99 - 67 students 0-0.99 - 108 students *Correct number of students is 170; a DataZone error was detected and corrected. DataZone was missing student information when info was originally pulled	3.0-3.99 - 184 students 2.0-2.99 - 136 students 1.0-1.99 - 60 students 0-0.99 - 20 students	
Chronic Absentee rates: (Dataquest)	District Rate:15.3% State Rate:12.0%	Middle School Chronic Absenteeism (2020-21) District Rate: 8.4% State Rate: 14.3%	Middle School Chronic Absenteeism (2021-22) District Rate: 26.1% State Rate: 26.8%	Middle School Chronic Absenteeism (2022-23) District Rate: 24% State Rate: 23.7%	Reduce below State Rate
Reclassification EL (# of EL # of RFEP by grade Datazone)	Number of English Learners by Grade 6th - 104 students 7th - 133 students 8th - 101 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 74 students 7th - 87 students	2021-22 Number of English Learners by Grade 6th - 105 students 7th - 99 students 8th - 109 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 95 students	2022-23 Number of English Learners by Grade 6th - 90 students 7th - 103 students 8th - 90 students Number of Reclassified Fluent English Proficient Learners by Grade 6th - 82 students	2023-24 Number of English Learners by Grade 6th - 96 students 7th - 88 students 8th - 77 students Data unavailable as ELPAC results for the Spring 2024 administration for the 2023-24 school year	Decrease the number of EL remaining by 8th grade by 30% (<70)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th - 123 students	7th - 94 students 8th - 121 students	7th - 115 students 8th - 113 students	has not yet been released by the CDE: Number of Reclassified Fluent English Proficient Learners by Grade	
MAP Math NWEA Growth Report National Percentile Rank and Growth Index: Grade Level Norms	Grade | NPR | Growth 6 | 36 | -0.26 7 | 43 | +0.26 8 | 58 | +0.20	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Increase all grade levels to NPR>60 and Positive Growth Indexes.
MAP English NWEA Growth Report National IPercentile Rank and Growth Index: Grade Level Norms	Grade | NPR | Growth 6 | 49 | -2.47 7 | 33 | +0.14 8 | 43 | +0.05	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	Data unavailable. The data is no longer calculated and monitored using the same methodology due to a change in data protocols.	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward. Increase all grade levels to NPR>60 and Positive Growth Indexes.
Reading/ Literacy Lexile mean scores	Grade | Lexile 6 - 870	Data not available. NWEA MAP did not	2022-23	Not available due to programmatic	Improve to CCR recommended levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NWEA MAP)	7 - 944 8- 1042	generate Lexile scores.	Grade | Lexile 6 - 878 7 - 934 8- 1031	changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Gr.6 925 Gr.7 1020 Gr.8 1130
MAP English Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP ELA (Fall to Winter)	2021-22 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 36% Grade 7: 36% Grade 8: 52% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Data not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 NWEA MAP ELA Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 40% Grade 7: 45% Grade 8: 57% This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in English and students in grade 8 will improve their conditional growth percentile by 15% in English.
MAP Math Grade 6, 7, and 8 Conditional Student Growth Percentile NWEA MAP Math (Fall to Winter)	NWEA MAP Math Fall to Winter 21-22 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 51% Grade 8: 55%	Data not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 NWEA MAP Math Fall to Winter 22-23 Conditional Student Growth Percentile Grade 6: 47% Grade 7: 44% Grade 8: 58%	Not available due to programmatic changes and discontinuation of NWEA MAP assessment tool in grades K through 8 for the 2023-24 school year.	Students in grades 6 and 7 will improve their median conditional student growth percentile by 20% in Math and students in grade 8 will improve their conditional growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.		This Percentile Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.		percentile by 15% in Math.

Goal Analysis

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

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

The primary objective of this goal was to enhance the smooth transition for students moving from middle school to high school. Out of the eight planned actions, MHUSD successfully implemented five. However, staff encountered some staffing challenges along the way. Budgetary constraints and difficulty filling specific roles, such as AVID Tutors, posed significant hurdles.

The Math Teacher on Special Assignment (TOSA) is a strategic support for middle school students and teachers. She has undertaken various actions to enhance math achievement, including meeting with individual teachers and teacher groups to provide tailored strategies and support for teaching all students, including English Learners, Foster Youth, and those from socioeconomically disadvantaged backgrounds.

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.

1.3.b - Position not staffed
1.3.c - Position closed due to budgetary constraints
1.3.d - Added three additional stipends to help support and monitor English Learner services and programs
1.3.e - Needed to expand student access by increasing the number of licenses
1.3.f - Fewer sites participated in AVID professional development than budgeted. Electives at TK-8 sites are program-specific
1.3.g - Positions not staffed
1.3.h - Position closed due to budgetary constraints.

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

Actions to support and increase math achievement by the Math TOSA include but are not limited to, attending/supporting Professional Learning Team (PLT) meetings at school sites, classroom observations, meeting with teachers, and providing supports/strategies for teaching all students including English Learners, Foster Youth, and Socioeconomically Disadvantaged, teacher coaching, data analysis (grades; common formative assessments), facilitated book studies (e.g. Building Thinking Classroom), and supported the implementation of teaching practices.

The data shows a positive trend in academic achievement. The percentage of 6th graders who earned A and Bs increased to 76%. The number of 8th-grade students with a GPA between 3.0-3.99 and 2.0-2.99 grew compared to the previous year (184 students and 136 students respectively). The number of 8th-grade students with a Semester 1 GPA 0-0.99 decreased significantly from the previous year (from 108 in 22-23 to 20 during the 23-24 school year). Additionally, we are seeing a steady decline in chronic absenteeism. Our internal data shows an 8.8% decline in chronic absenteeism between the 22-23 and 23-24 school years.

iReady Diagnostic data shows growth in both Math and Reading for students in grades 6-8. From Diagnostic #1 (beginning of the year) to Diagnostic #2 (middle of the year), there was an average growth of 7% in the number of students meeting grade-level standards in reading; for math, a growth of nearly 6% of students meeting grade-level standards or above was observed.

Further, the Reclassification data for our English Learners indicates a growth year-over-year in the number of students meeting reclassification criteria from 143 students during the 2022-23 school year to a preliminary 197 students for the 2023-24 school year.

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

Strong academic performance in middle school is the cornerstone of high school success. By continuing to prioritize middle school achievement in the coming year, we can ensure a smoother transition to high school and set students on a path for long-term academic achievement. Positions closed this school year because of budgetary constraints and will not be moving forward next school year.

Update to Metrics:
For the upcoming 24-27 LCAP we will be removing the metrics that are no longer available via CDE or in use in the district.
During the 23-24 school year, the District transitioned to a more comprehensive assessment system for both reading and math (iReady). Reading and Math iReady metrics will be included for the coming year. We will also be including middle school specific English Learner Proficiency metrics from the CA Dashboard.

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

Goals and Actions

Goal

Goal #	Description
Focus Goal 1.4	High School Student Success: Using equity in education frameworks and Freshmen-On-Track Toolkit collaboratively design and actualize a research-based transition to high school system and model that encompasses community, healthy relationships, restorative justice and practices, transition from middle to high school, support for on-track to graduation, college and career preparation, CTE completion and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success during the three year plan cycle by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate (Dataquest)	All: 87.0% Latx: 82.4% Wht: 88.5% SWD: 72.6% SED: 78.4% (2019-20)	Class of 2021 Graduation Rate: All Students: 89.2% Latinx: 87.2% White: 89.3% Asian: 94.6% SWD: 54.8% SED: 84.9%	Class of 2022 Graduation Rate: All Students: 92.4% Latinx: 88.4% White: 96.4% Asian: 98.5% SWD: 85.7% SED: 86.9%	Class of 2023 Graduation Rate: All Students: 92.8% Latinx: 88.8% White: 95.7% Asian: 98.9% SWD: 78.5% SED: 86.5%	>90% All Student groups green or blue on dashboard
A-G Graduation Rate (Dataquest)	All: 54.1% Latx: 35.6% Wht: 66.2% SWD: 11.6% SED: 35.5% (2019-20)	Class of 2021: Meeting UC a-g Requirements All Students: 56.6% Latinx: 36.5% White: 66.5% Asian: 77.1% SWD: 11.8% SED: 40%	Class of 2022: Meeting UC a-g Requirements All Students: 54.4% Latinx: 39.4% White: 67.2% Asian: 81.3% SWD: 12.3% SED: 38%	Class of 2023: Meeting UC a-g Requirements All Students: 55.1% Latinx: 39.5% White: 64.4% Asian: 84.3% SWD: 11.3% SED: 35.1%	All Student group to exceed county mark of 63.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Golden State Diplomas (Dataquest)	All: 39.1% Latx: 22.9% Wht: 46.9% SWD: 5.8% SED: 22.1% (2019-20)	Class of 2021 Golden State Diploma All Students: 19.6% Latinx: 8.5% White: 19% Asian: 51.4% SWD: 1.6% SED: 13.2%	Class of 2022 Golden State Diploma All Students: 33% Latinx: 20.8% White: 31.4% Asian: 65.9% SWD: 9.7% SED: 16.8%	Class of 2023 Golden State Diploma All Students: 27%* Latinx: 11.3%* White: 29.2%* Asian: 68.5%* SWD: 9.7%* SED: 12.2%* *Internal calculation indicates 35.5% as the correct number (with impacts to student groups) however DataQuest shows 27% overall due to a discrepancy in reporting	>41% All student group to exceed county mark of 35.9% + 5%
Seal of Biliteracy (Dataquest)	All: 17.1% Latx: 18.2% Wht: 12.6% SWD: 1.4% SED: 15.3% (2019-20)	Class of 2021 Seal of Biliteracy All Students: 7% Latinx: 8.3% White: 3.6% Asian: 13.5% SWD: 0% SED: 10.3%	Class of 2022 Seal of Biliteracy All Students: 10.8% Latinx: 15.1% White: 5.6% Asian: 4.6% SWD: 1% SED: 11%	Class of 2023 Seal of Biliteracy All Students: 6.3%* Latinx: 7.6%* White: 1.5%* Asian: 11.2%* SWD: 0%* SED: 8.4%* *Internal calculation indicates 12.5% as the correct number (with impacts to	>22% All student group to exceed county mark of 21.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				student groups) however DataQuest shows 6.3% overall due to a discrepancy in reporting	
AP Test Participation and Pass Rate (Dataquest)	Participation: 40.4% Score >=3: 61% (2019-20)	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Data no longer available and published because the CDE has discontinued the creation and publication of the AP Report.	Metric retired due to state reporting changes. Exceed Cty and CA part. 39% 25% Score 3+: 78% 64%
SAT Test Participation and Performance (Dataquest)	Participation: 38.9% Meet ERW: 79.6% Meet Math: 67.4.% (2019-20)	2020-21 Participation: 1.9% (College Board) Meet ERW: See note below Meet Math: See not below Data is no longer available and published because the CDE has discontinued the creation and publication of the AP Report. Benchmark data for ERW and Math is unavailable	2021-22 Participation: 5.8% Meet ERW: 96% Meet Math: 80% Data is now collected via the College Board (see note from the previous year). Benchmark percentages are only representative of test sessions that had sufficient participation (>10) as deemed by College Board.	2022-23 Participation: 4.3% Meet ERW: 91% Meet Math: 78% Data is now collected via the College Board (see note from the previous year). Benchmark percentages are only representative of test sessions that had sufficient participation (>10) as deemed by College Board.	Metric retired due to state reporting changes. Exceed County rates of Participation: 27.1% Meet ERW: 85.2% Meet Math 74.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		via the College Board due to low participation (<10 students).			
Gr.11 ELA CAASPP Test Data Meet or Exceed (CAASPP)	All: 59.4% Latx: 42.4% Wht: 71.8% SWD: 12.5% SED: 39.0% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year	Spring 2022: Gr.11 ELA CAASPP Test Data Meet or Exceed Standard All Students: 59% Latinx: 42.3% White: 71% Asian: 86.9% SWD: 8.5% SED: 42.3%	Spring 2023: Gr.11 ELA CAASPP Test Data Meet or Exceed Standard All Students: 58.2% Latinx: 44.4% White: 73.3% Asian: 88.7% SWD: 15.6% SED: 36.8%	Exceed state marks of All 57.3% +5% Latx 48.3% +5% Wht 69.5% +5% SWD 15.7% +5% SED 47.2% +5%
Gr. 11 Math CAASPP Test Data Meet or Exceed (CAASPP)	All: 39.5% Latx: 21.9% Wht: 51.4% SWD: 6.7% SED: 20.1% (2018-19)	Data unavailable due to suspension of CAASPP assessment; NWEA was given as the local assessment during the 2020-21 school year	Spring 2022: Gr. 11 Math CAASPP Test Data Meet or Exceed Standard All Students: 36.5% Latinx: 16.3% White: 47.7% SWD: 3.5% SED: 17.8%	Spring 2023: Gr. 11 Math CAASPP Test Data Meet or Exceed Standard All Students: 30.3% Latinx: 15.1% White: 41.7% SWD: 3.9% SED: 12.3%	Exceed state marks of All 32.2% +5% Latx 20.3% +5% Wht 44.6% +5% SWD 5.1% +5% SED 20.9% +5%
Gr. 11 MAP test National Percentile Rankings	ELA All: 70%ile Math All: 85%ile (Fall 2020 benchmarks)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new	This metric is being retired due to a change in how the District is monitoring NWEA MAP Student Growth moving forward.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		metric has replaced this metric.	metric has replaced this metric.	metric has replaced this metric	ELA: Exceed 75%ile Math: Exceed 87%ile
College and Career Ready (Dashboard)	54.7% (2018-19)	Data unavailable due to suspension of the 2020 and 2021 CA School Dashboard.	Data unavailable because the 2022 CA School Dashboard did not publish this data.	2023 CA Dashboard Metric: Medium; 51.7% prepared Specific percentage unavailable because the 2023 CA School Dashboard did not publish this data; they published a 'status only' metric for the 2023 dashboard.	63.5% Meet or exceed high of county unified district rates
CTE Pathways Completers (Local Data)	182 (2019-20)	Total Pathway Completers 2020-21 All Students: 169 students Latinx: 69 students White: 73 students Asian: 12 students SWD: 26 students SED: 45 students EL: 5 students Homeless: 7 students Armed Forces Family: 5 students Male: 106 students Female: 62 students	Total Pathway Completers 2021-22 All Students: 202 Latinx: 88 students White: 72 students Asian: 21 students SWD: 41 students SED: 61 students EL: 7 students Homeless: 7 students Armed Forces Family: 9 students Male: 100 students Female: 101 students	Total Pathway Completers 2022-23 All Students: 282 Latinx: 125 students White: 102 students Asian: 37 students SWD: 61 students SED: 75 students EL: 16 students Homeless: 15 students Armed Forces Family: 9 students Male: 168 students Female: 113 students	Improve to 250

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Non-binary: 1 student	Non-binary: 1 students	Non-binary: 1 students	
Dual or Concurrent College Enrollment (from High Schools)	33 (LOHS) 46 (ASHS) (2020-21)	2021-22* Live Oak HS: 21 students Sobrato HS: 33 students *Most coursework offered virtually by the local community colleges	2022-23 Live Oak HS: 19 Sobrato HS: 32 *A lot of coursework offered virtually by the local community colleges (High Step)	2023-24 Live Oak HS: 28 Sobrato HS: 124 students *CCAP Dual Enrollment students; enrollment is per semester	Monitoring Metric, maintain or improve.
Freshmen-on-Track for Graduation (Datazone)	On-Track: 444 (65%) Slightly Off: 130 (19%) Moderately Off: 26 (4%) Extremely Off: 83 (12%) (3/2021)	As of March 2022: On-Track: 512 (72.3%) Slightly Off: 79 (11.1%) Moderately Off: 66 (9.3%) Extremely Off: 51 (7.2%)	As of March 2023: On-Track: 577 (82.6%) Slightly Off: 40 (5.73%) Moderately Off: 39 (5.59%) Extremely Off: 42 (6%)	As of May 2024: On-Track: 602 (84%) Slightly Off: 50 (6.9%) Moderately Off: 22 (3%) Extremely Off: 43 (6%)	Increase to 80% on track and 10% moderately or extremely off track.
College Acceptance /Application (Naviance)	1.4 per graduate (Class of 2020)	1.4 college acceptances per applicant in the Class of 2021	1.4 college acceptances per applicant in the Class of 2022	1.6 college acceptances per applicant in the Class of 2023	Monitoring Metric, maintain or improve.
College Enrollment Data (Naviance)	64% attended college (Class of 2020)	58.2% matriculated to college (Class of 2021)	56% matriculated to college (Class of 2022)	70% matriculated to college (Class of 2023)	Monitoring Metric, maintain or improve.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Persistence Rate (Naviance)	63% still enrolled (Class of 2020)	Class of 2020: 38% returned for 2nd year of college Class of 2021: College persistence rates are not yet available	Class of 2021: 60% still enrolled	Updated information is not yet available per Naviance.	Monitoring Metric, maintain or improve.
AP Test Participation and AP Exams with a 3+ (College Board)	2020-21 Number of Students taking AP Exams: 580 students Percent of AP Exams with a score of 3 or higher: 43.4%	Not yet available for the 21-22 school year because AP data is not released until the summer by the College Board. This metric is replacing the AP exam metric listed above.	2021-22 Number of Students taking AP Exams: 742 students Percent of AP Exams with a score of 3 or higher: 64.1%* *correct value is 54.5% due to a calculation error that was discovered with the College Board reporting	2022-23 Number of Students taking AP Exams: 960 students Percent of AP Exams with a score of 3 or higher: 56.1% 2023-24 Number of Students Registered to take AP Exams in May 2024: 1,096 students	Increase the number of students taking AP Exams to 800 students and increase the percent of students earning a 3+ on AP exams to 60%
Grade 11 Conditional Student Growth Percentile NWEA MAP ELA and Math (Fall to Winter)	Winter 21-22 Conditional Student Growth Percentile ELA: 44% Math: 52%	Not available because the 2021-22 school year is the baseline year for this new metric.	Winter 22-23 Conditional Student Growth Percentile ELA: 46% Math: 50%	Winter 23-24 Conditional Student Growth Percentile ELA: 52% Math: 54%	Students in grade 11 will improve their median conditional student growth percentile by 15% English and Math.
Percentage of graduates that have successfully met UC/CSU a-g university entrance	Class of 2020: 15.2% of graduates	Class of 2021: 17.6% of graduates	Class of 2022: 13.4% of graduates	Class of 2023 18.8% of graduates	Increase to 30% of high school graduates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements and completed a CTE pathway Class of 2021: 17.6% of graduates Class of 2021: 19.8% of graduates					

Goal Analysis

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

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

The planned actions and services were implemented with minimal issues, leading to multiple successes. Freshman Success Coordinators were crucial in organizing and operating the 9th Grade Connection Summer Program. Throughout the school year, they continued to plan and oversee support activities for 9th-grade students at both comprehensive high schools, ensuring consistent student assistance.

In addition to these efforts, high school sites provided students with opportunities for credit recovery and robust academic support through counselors, the CalSOAP program, and other initiatives. This comprehensive support framework, which proved to be highly effective, stands as a testament to the program's success.

As a result of these combined efforts, the number of students completing the A-G UC/CSU college entrance requirements rose to 55.1%. Furthermore, high school graduation rates improved significantly, reaching 92.8%. These outcomes highlight the effectiveness of the implemented actions and the dedication of the staff in promoting student achievement.

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.

1.4.a - Staffing cost was less than projected
1.4.b - Increase is to cover cost of benefits
1.4.d - Increase in licenses to provide student access

1.4.e - This expenditure was captured using action 1.4.d
1.4.f - The expenditures in the MOU came out less than what we budgeted for because we did not include all of the middle schools
1.4.g - Estimated expenditures where less than anticipated

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

Our high school student success initiatives have shown positive results based on data from years two and three. This validates the need for continued specialized support in grades 9-12.

As a result of our implementation of the Freshmen Success program in grade 9 there has been an increase in the number of students on track for high school graduation. From 22-23 to 23-24 there was an increase of over 11% in the number of students earning a C or better in all 7 classes at the end of Semester 1 in high school, thus remaining on track for UC/CSU a-g eligibility entering 10th grade. These results are supported by Freshmen on Track (FOT) Coordinators and access to in-school opportunities for credit recovery.

Moreover, other data points are moving in a positive direction. Graduation rates for the district held steady at 92.8% (2023). There was a 2.1% increase in the graduation rate for English Learners. Over the last two years, the graduation rates for English Learners increased 10.5%.

The number of students taking AP Exams in 2023 grew to 960 students, up from 742 students the previous year. Internal data suggests for Spring of 2024 the number of students registered to take AP Exams in May 2024 will be close to 1,096 students. Additionally, the percentage of AP Exams with a score of 3 or higher grew from 54.5% in 2022 to 56.1% in 2023.

The Class of 2023 saw 18.8% of graduates successfully meet UC/CSU A-G university entrance requirements and complete a CTE pathway compared to 13.4% the previous year. English Learners saw a 3.7% increase in their A-G rates.
The CCAP dual enrollment program was launched during the 2023-24 school year and saw an enrollment of 148 students during Semester 1 and 151 students during Semester 2. Additionally, the number of students completing Career Technical Education pathways has increased year-over-year. During the 21-22 school year, there were 202 CTE Completers compared to the 282 CTE Completers at the end of the 22-23 school year.

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

Update to Metrics:

For the upcoming 24-27 LCAP we will be removing the metrics for this goal that are no longer available via CDE or in use in the district.

To empower educators and personalize learning for all students, during the 2024-25 school year the district will be selecting and implementing a new, comprehensive internal assessment system at the high school level. This system will replace NWEA MAP and provide a deeper understanding of student progress, allowing teachers to tailor instruction to individual needs and ensure all students are on track for success.

This school year saw the inaugural launch of our CCAP Dual Enrollment program. In the coming school year, the LCAP will include metrics specifically related to Dual Enrollment (CCAP agreement).

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

Goals and Actions

Goal

Goal #	Description
Goal 2.0	Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement: Parent/Guardian Input in Decision Making (Survey)	School encourages input in decision making 3.8 (5 point rubric)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to survey instrument changes. Improve and maintain > 4.0
Engagement: Parent/Guardian participation in programs for unduplicated students (Survey)	School encourages Parent/Guardian participation 3.9 (5 point rubric)	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to survey instrument changes. Improve and maintain > 4.0
Local Metric: Parents/Guardians completing CABE Project to Inspire and PIQE	16	CABE Project to Inspire: CABE Level I - 19 parents CABE Level II - 14 parents	CABE Project to Inspire: CABE Level I - 4 parents CABE Level II - 4 parents	CABE Project to Inspire: 27 parents this school year to date	Increase to >25 annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CABE Level III - 14 parents CABE Total - 47 parents PIQE Total - 23 parents	CABE Level III - 4 parents CABE Total - 12 parents PIQE Total - 63 parents attended at least 1 session 24 parents completed Literacy Workshops with at least 3 sessions attended	PIQE Total - 61 parents attended at least 1 session this school year to date Literacy Workshops: None offered to date this school year	
Local Metric: parents/guardians completing Parent-Project	20 (during pandemic)	Twenty (20) parents completed Parent Project during the 2021-22 school year.	Twenty-two (22) parents completed Parent Project during the 2022-23 school year.	Seven (7) parents have completed Parent Project to date this school year. Four (4) are currently in the process of completing this programming	Increase and maintain over 40
Local Metric: Key Survey responses: Encourage Volunteers Feel like valued partners Satisfactory communication School is safe School values diversity Appropriately challenging Satisfactory Environment	5 point rubric, scoring low to high 4.0 3.9 3.8 3.9 4.0 3.6 3.7 3.9	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology/survey instrument. A new metric has replaced this metric.	This is metric has been retired.	Metric retired due to programmatic changes Improve rubric scores on parent/guardian survey questions to > 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
My Child likes school					
Engagement: Parent/Guardian Involvement in Decision-making process at child's school (Hanover Research LCAP Survey)	2021-22 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 44% agree or strongly agree	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 51% agree or strongly agree	2023-24 LCAP Hanover Research School offer(s) parents a say in the decision-making process at my school: 49% agree or strongly agree	Improve and maintain at 70% agree or strongly agree
Local Metric: Hanover Research LCAP Survey (Parents) My child's school(s)... • Effectively communicates with parents/guardians regarding their child's progress • Offers challenging classes • Students feel safe at school • Sets high expectations for student achievement	2021-22 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 69% agree or strongly agree Offers challenging classes: 63% agree or strongly agree Students feel safe at school: 74% agree or strongly agree Sets high expectations for student achievement:	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 74% agree or strongly agree Offers challenging classes: 63% agree or strongly agree Students feel safe at school: 76% agree or strongly agree Sets high expectations for	2022-23 Hanover Research LCAP Survey Responses: School... Effectively communicates with parents/guardians regarding their child's progress: 67% agree or strongly agree Offers challenging classes: 56% agree or strongly agree Students feel safe at school: 72% agree or strongly agree Sets high expectations for	Improve and maintain at 85% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Students have a trusted adult to talk to during the day • Encourages parental/guardian involvement • Builds personal relationships, respect, and mutual understanding with families • Incorporates content from families' homes cultures into classroom lessons: • Aligns family engagement activities with school improvement goals • Hosts events where effective teaching practices are	62% agree or strongly agree Students have a trusted adult to talk to during the day: 79% agree or strongly agree Encourages parental/guardian involvement: 65% agree or strongly agree Builds personal relationships, respect, and mutual understanding with families: 62% agree or strongly agree Incorporates content from families' homes cultures into classroom lessons: 51% agree or strongly agree Aligns family engagement activities with school improvement goals: 52% agree or strongly agree		student achievement: 64% agree or strongly agree Students have a trusted adult to talk to during the day: 78% agree or strongly agree Encourages parental/guardian involvement: 74% agree or strongly agree Builds personal relationships, respect, and mutual understanding with families: 65% agree or strongly agree Incorporates content from families' homes cultures into classroom lessons: 60% agree or strongly agree Aligns family engagement activities with school improvement goals: 55% agree or strongly agree	student achievement: 59% agree or strongly agree Students have a trusted adult to talk to during the day: 77% agree or strongly agree Encourages parental/guardian involvement: 69% agree or strongly agree Builds personal relationships, respect, and mutual understanding with families: 62% agree or strongly agree Incorporates content from families' homes cultures into classroom lessons: 50% agree or strongly agree Aligns family engagement activities with school improvement goals: 47% agree or strongly agree	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
modeled for parents • Hosts high school and college and career readiness workshops • Listens to families about their children's interests and challenges, then using this information to differentiate instruction • Shares data with families about student skill levels	Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 32% agree or strongly agree Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 54% agree or strongly agree Listens to families about their children's interests and challenges, then using this information to differentiate instruction: 52% agree or strongly agree Shares data with families about student skill levels: 65% agree or strongly agree		Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 37% agree or strongly agree Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 64% agree or strongly agree Listens to families about their children's interests and challenges, then using this information to differentiate instruction: 52% agree or strongly agree Shares data with families about student skill levels: 67% agree or strongly agree Note: 563 district parents participated in	Hosts events where effective teaching practices are modeled so families can use them at home with their child(ren): 34% agree or strongly agree Hosts high school and college and career readiness workshops so families learn about processes, systems, and programs for student success: 51% agree or strongly agree Listens to families about their children's interests and challenges, then using this information to differentiate instruction: 40% agree or strongly agree Shares data with families about student skill levels: 69% agree or strongly agree Note: 471 district parents participated in	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the 22-23 survey; 5,595 families in grades TK-12 districtwide	the 23-24 survey; 5,579 families in grades TK-12 districtwide	
Parents/Guardians completing Round 1 Parent University	2022-23 Baseline Year Round 1: 59 parents attended at least one session			2023-24 105 parents have attended at least one session this school year to date	Increase to 100 annually

Goal Analysis

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

This goal was fully implemented.

MHUSD Bilingual Community Liaisons
A Community Liaison links home and school to facilitate communication with all school families. They welcome new families, cultivate positive family relationships, and help school leaders and faculty build partnerships with families that promote a sense of community, remove barriers, and engage all families within the district to strengthen academic and socio-emotional success for all students. The Community Liaisons coordinate access to school, district, and community services to connect families to resources that assist and enrich the whole family. This year, the community liaisons collaborated on the development of a handbook in support of the Welcoming Families initiative. This tool provides guidance to staff on the role of the community liaison in connecting families with the school and provides access to valuable resources community liaisons can use to help families navigate the school system.

Family & Community Engagement (FACE) Center
The FACE Center, which opened its doors in November 2023, has demonstrated substantial impact through its programs and activities, such as Parent University, community resource fairs, dental services, and migrant services, which draw hundreds of participants. This engagement supports student educational outcomes and fosters a strong sense of community, enhancing public trust and cooperation with the school district. This center is centrally located adjacent to one of our middle school campuses. The FACE center is a place where parents/guardians can receive support, resources, and attend workshops and/or meetings.

The FACE center continues to develop and is meant to be a long-term project. This year, MHUSD has maintained the facility and continued to offer services that can be housed in the current space configuration. The center has had minimal expansion in terms of space as staff work on securing grant funding for the development of additional programs. In the coming years, the vision is a one-stop shop for families that will include laundry facilities, a child-care center, meeting rooms, counseling services, medical services, legal services, a food pantry, a clothing closet, etc. Currently, the center has three meeting spaces, including a parent and childcare center, a fun and welcoming space for children to play, do homework, and hang out in a safe and supervised space. In addition, their parents engage in workshops and meetings on the site.

Workshops and classes
Various parent workshops and classes were offered at the FACE center. FACE holds an ongoing series of free Parent University classes and engages with local community agencies to host these courses at the FACE Center. Childcare and a meal were provided for all participants. This year, there have been three rounds of Parent University, with 105 parents participating. Online opportunities through Project 2 Inspire by California Association of Bilingual Educators (CABE) were offered. To date, 27 parents participated.
This year, FACE offered a series of two online workshops in English and Spanish via the Parent Institute for Quality Education (PIQE):The Socio-Emotional Learning Program for 4th and 5th-grade families and Bridge to College for High School Freshman and Sophomore families. A total of 61 parents participated. Classes offered at the FACE Center included English and Spanish as a second language, Basic Computer Literacy, Brain Health and Dementia Prevention, Parent Project, and Triple P parenting classes. One of the Community-Based Organizations (CBOs) also hosted their annual toy drive at the FACE Center.

District English Learner Advisory Committee (DELAC)
All DELAC meetings are held at the FACE center and facilitated by the FACE director. The MHUSD DELAC committee has met every month to advise district leadership on the development of procedures, policies, and data regarding English Learners. This year DELAC spent considerable time learning, reviewing and providing feedback/input on the development of the new Local Control and Accountability Plan (LCAP).

Opportunities for Learning and Building Leadership Capacity
FACE works with organizations such as the California Association of Bilingual Educators (CABE) and Parent Institute for Quality Education (PIQE) to provide parents with an engagement program that focuses on implementing strong family and community partnerships. These sessions build leadership capacity at various levels, aiming to cultivate groups of parents trained as trainers to support continued family engagement leadership among parents.
FACE simultaneously works with other community-based organizations to support family engagement programs at school sites by sharing knowledge and developing skills to partner with schools and communities to ensure their students are college and career ready upon graduation. Families gain new skills, tools, and resources to help their student(s) succeed in school today and into the future. The goal is to educate, empower, and foster partnerships between home and school while building community and a peer-to-peer network.

Welcoming Families Initiative
Since June 2023, three professional development workshops have been provided to classified staff in response to feedback from families that not all of them felt welcome on school campuses. These workshops focused on building a positive school culture and providing excellent customer service. A total of 150 staff have participated in at least one training session. Site office staff and community liaisons have received three trainings this year. The plan is to continue to offer training to office staff and community liaisons throughout the coming years. A

January 2024 survey of 189 randomly selected families revealed 91.7% of respondents reported feeling welcome at their child's school and 84.4% reported that they had experienced positive interactions with school staff.

FACE Plan Meetings
This year, in partnership with the Learner-Centered Collaborative, the FACE team organized educational partners to collaborate on revising and modernizing the FACE Plan. Beginning with an evaluation of the district's current state in November 2023, the team worked together to gather educational partner input and draft an updated plan. The plan is anticipated to be completed by the end of the 2023-24 school year.

Roundtable Meetings
These meetings took place every quarter at the District Office. Parent leaders such as Home & School Club presidents, English Learner Advisory Committee (ELAC), District English Learner Advisor Committee (DELAC), and School Site Council (SSC) representatives; school and district administrators; MHUSD Board Members; and the Superintendent were formally invited to participate in these meetings. In 2023-24, Roundtable participants covered various topics. The Educational Services Department used these meetings as opportunities to gather information and input from family and school communities for the Local Control and Accountability Plan (LCAP). Input from these meetings also informed our School Plans for Student Achievement (SPSAs), English Learner Plan for Student Success (EL Masterplan), and acted as catalysts for major district initiatives. One such initiative was the Welcoming Families Initiative, a series of three professional development workshops focused on training classified staff to make school campuses more welcoming and focused on providing outstanding customer service.

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.

2.0.b - Increase due to salary increase
2.0.c - A strategic decision was made not to expand the FACE center this year, resulting in a focus on maintaining and operating the current center.
2.0.d - The position was filled for only a portion of the year.
2.0.h - Services have not been needed at the budgeted amount as some translation services were funded through special education.
2.0.j - Costs for childcare, hospitality, and materials were lower than anticipated
2.0.k - Facilitated IEP trainings were not implemented due to several other important district initiatives that kept district administrators engaged in other focus areas of the LCAP.

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

2.0.a - This action was fully implemented. The position of the Director of Family and Community Engagement was filled during the 2022-2023 school year. The focus of the director has been to provide leadership around thoughtful, intentional, and strategic approaches to advancing family and community engagement within MHUSD. Major activities have included work with the community liaisons and site leadership to enhance their effectiveness in partnering with families; the Welcoming Families Initiative, which is a series of professional development workshops around creating welcoming school environments; engaging community partners to provide parent education and services; and the opening and managing of the Family and Community Engagement Center. During the 2023-2024 school year, and moving forward, the FACE Director oversees the Community Adult School and Migrant Education Program, as well as the monitoring of federal programs.

2.0.b - This action was fully implemented. Community liaisons meet and collaborate monthly. The community liaisons and the FACE director created a handbook that guides their work. They also participated in the Welcoming Families Professional Development series initiated by the FACE director.

2.0.c - This action was fully implemented. The Family and Community Engagement (FACE) Center, which opened its doors in November 2023, has demonstrated substantial impact through its programs and activities, such as Parent University, community resource fairs, dental services, and migrant services, which draw hundreds of participants. This engagement supports educational outcomes and fosters a strong sense of community, enhancing public trust and cooperation with the school district. This center is centrally located adjacent to one of our middle school campuses. The FACE center is a place where parents/guardians can receive support, and resources, and attend workshops and/or meetings.

The FACE center continues to develop and is meant to be a long-term project. This year, MHUSD has maintained the facility and continued to offer services that can be housed in the current space configuration. The center has had minimal expansion in terms of space as staff work on securing grant funding for the development of additional programs. In the coming years, the vision is a one-stop shop for families that will include laundry facilities, a child-care center, meeting rooms, counseling services, medical services, legal services, a food pantry, a clothing closet, etc. Currently, the center has three meeting spaces, including a parent and childcare center, a fun and welcoming space for children to play, do homework, and hang out in a safe and supervised space. In addition, their parents engage in workshops and meetings on the site. This year, various events were offered at the FACE center, including Parent University, Nutrition Classes, Business Classes, and meetings such as DELAC, ELAC, Padres Empoderados, other meetings, and staff development with district staff.

2.0.d - This action was partially implemented. The position was only filled for a portion of the year due to a resignation of the hired candidate early in the year.
2.0.e - This action was fully implemented. All schools used the Language Line, especially for IEP interpretation. Although it is not ideal for IEP interpretation, it is effective for other types of communication with non-English-speaking families. Community liaisons received training on how to use the Language Line more effectively.

2.0.f - This action was fully implemented. Many family education opportunities were offered this year, including English and Spanish as a Second Language, Basic Computer Literacy, PIQE, Project 2 Inspire, Brain Health and Dementia Prevention, resource fairs, parent

leadership training, and attendance at the California Association of Bilingual Educators Conference. There was a significant increase in the number of parents who completed Parent University from 59 in 2022-2023 to 105 during the 2023-2024 school year.

2.0.g - This action is anticipated to be fully implemented by the end of the 2024-25 school year. The Family and Community Engagement plan is near completion. A committee was convened during the 2022-2023 school year and will be viewing the final plan later this month. The plan is currently being converted into a website format and will be ready for use and implementation by the fall.

2.0.h - This action was fully implemented. Services were provided when needed.

2.0.i - This action was fully implemented. Virtual meetings allowed for more parents and community members to engage with MHUSD meetings and learning opportunities.

2.0.j - This action was fully implemented. English Learner Advisory Committee (ELAC) and Migrant Parent Advisory Committee (MPAC) meetings were regularly conducted. District English Learner Advisory Committee (DELAC) leadership participation among parents has increased over the past year.

2.0.k - The action was not implemented due to time constraints.

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

2.0.a - During the second half of the 2023-2024 school year and moving forward, the Family and Community Engagement (FACE) Director will also oversee the Community Adult School, the Migrant Education Program, and monitor federal programs. The salary will be multi-funded, resulting in a significant drop in funding from Local Control Funding Formula (LCFF) funds.

2.0.b - Community liaisons will continue to collaborate and participate in professional development activities, including training on providing interpretation services for Individualized Education Plan (IEP) meetings and conducting home visits. Funds will be allocated in the new LCAP specifically for this purpose.

2.0.c - Completing the center will be a multi-year project whose development and expansion will ebb and flow as funding opportunities present themselves. This year, MHUSD has maintained the facility and continued to offer services that can be housed in the current space configuration. The center has had minimal space expansion as staff work on securing grant funding to develop additional programs.

2.0.d - A change in position role and increase in compensation is planned to attract more qualified candidates.

2.0.e - The Language Line will continue to be used, but a slight reduction in the allocated amount will be made to reflect actual usage more accurately. Because the Language Line is not the best resource for IEP interpretation, Community Liaisons will receive training in IEP interpretation to reduce the need for it for all IEPs.

2.0.f - Due to low participation rates, the Project 2 Inspire workshops will not be offered next year.

2.0.g - The plan will be completed in the 2023-24 school year. This item will not appear in next year's LCAP; however, items for implementing the plan will be added.

2.0.h - This item will be combined with the Language Line item into one action, and the allocated funds will be reduced to reflect current usage.

2.0.i - This item will continue into the next LCAP.

2.0.j - More economical ways to provide hospitality and materials meant the committee operated successfully but at a lower cost. For the coming year, the allocation will be reduced to $3,000.

2.0.k - The special education department will promote parent/guardian, family, and community engagement through other methods requiring fewer resources.

Update Metric Changes
Local Metric: Hanover Research LCAP Survey (Parents) - a change to the number of families listed under the 22-23 metric was updated to show the accurate number of district families. New LCAP will reflect metrics to specific parent education programs.

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

Goals and Actions

Goal

Goal #	Description
Goal 3.0	Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	97.08%	2021-22 Attendance Rate: 92.21% (as of April 2022)	2022-23 Attendance Rate: 92.39% (as of April 2023)	2023-24 Attendance Rate: 92.22% (as of April 2024)	Maintain >97%
Chronic Absenteeism Rates	7.02%	2021-22 Chronic Absenteeism Rate: 23.7% (as of May 2022)	2022-23 Chronic Absenteeism Rate: 23.6% (as of May 2023)	2023-24 Chronic Absenteeism Rate: 19.8% (as of April 2024)	Reduce and maintain below 7%
Middle School Dropout Rate	0%	2020-21 Middle School Dropout Rate: 0% (Aeries SIS)	2021-22 Middle School Dropout Rate: 0% (Aeries SIS)	2022-23 Middle School Dropout Rate: 0% (Aeries SIS)	Maintain below state level of .003
High School Dropout Rate	8.9%	2020-21 High School Dropout Rate: 3.3%	2021-22 High School Dropout Rate: 5.1%	2022-23 High School Dropout Rate: 2.8%	Reduce below state level of 7.0%
High School Graduation Rate	87%	2020-21 Graduation Rate: 89.2%	2021-22 Graduation Rate: 92.4%	2022-23 Graduation Rate: 92.8%	Increase and maintain >90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	3.9% (2019-20)	2020-21 Suspension Rate: 0.10%	2021-22 Suspension Rate: 4.8%	2022-23 Suspension Rate: 5.3%	Reduce below state rate of 2.6%
Expulsion Rate	0.11% (2019-20)	2020-21 Expulsion Rate: 0%	2021-22: Expulsion Rate: 0.20%	2022-23 Expulsion Rate: 0%	Reduce below state rate of 0.06%
Local Metric: Key questions on Student Survey (4 pt rubric) I feel safe at school I have a staff connection I participate in activities I am happy I am proud of my school	Grade Bands K-2 | 3-5 | 6-8 | 9-12 3.8 | 3.5 | 3.2 | 3.3 2.5 | 3.2 | 2.7 | 2.5 3.0 | 3.2 | 3.3 | 3.2 3.6 | 3.2 | 2.9 | 2.8 3.0 | 3.2 | 2.9 | 2.9	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	This is metric is being retired as the data is no longer calculated and monitored using the same methodology. A new metric has replaced this metric.	Metric retired due to programmatic and survey instrument changes. Improve 4 point student survey responses to 3.5
Local Metric: Hanover Research Student Survey Questions Grades 6-12 • I like going to school. • I want to do well in school.	2021-22: Hanover Research Student Survey Results I like going to school: 38% agree or strongly agree I want to do well in school: 90% agree or strong agree	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23: Hanover Research Student Survey Results I like going to school: 37% agree or strongly agree I want to do well in school: 94% agree or strong agree	2023-24: Hanover Research Student Survey Results I like going to school: 34% agree or strongly agree I want to do well in school: 94% agree or strong agree	Improve and maintain at 85% agree or strongly agree. Improve "I want to do well in school" to 95% or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- Instruction at school is relevant to students' lives. - Rigorous and inclusive of diverse learners - Includes student voice for decision making and learning - Takes time to build trusting relationships in class - Motivates students - Care about their school - Students receive the resources and supports they need - School offers challenging classes - Students feel safe at school - Sets high expectations	Instruction at school is relevant to students' lives: 46% agree or strong agree Rigorous and inclusive of diverse learners: 54% agree or strongly agree Includes student voice for decision making and learning: 52% agree or strongly agree Takes time to build trusting relationships in class: 54% agree or strongly agree Motivates students: 38% agree or strongly agree Students care about their school: 64% agree or strongly agree Students receive the resources and supports they need: 58% agree or strongly agree		Instruction at school is relevant to students' lives: 50% agree or strong agree Rigorous and inclusive of diverse learners: 54% agree or strongly agree Includes student voice for decision making and learning: 52% agree or strongly agree Takes time to build trusting relationships in class: 60% agree or strongly agree Motivates students: 41% agree or strongly agree Students care about their school: 70% agree or strongly agree Students receive the resources and supports they need: 66% agree or strongly agree	Instruction at school is relevant to students' lives: 50% agree or strong agree Rigorous and inclusive of diverse learners: 58% agree or strongly agree Includes student voice for decision making and learning: 54% agree or strongly agree Takes time to build trusting relationships in class: 59% agree or strongly agree Motivates students: 45% agree or strongly agree Students care about their school: 69% agree or strongly agree Students receive the resources and supports they need: 65% agree or strongly agree	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for student achievement • Students have a trusted adult to talk to during the day	School offers challenging classes: 70% agree or strongly agree Students feel safe at school: 53% agree or strongly agree Sets high expectations for student achievement: 67% agree or strongly agree Students have a trusted adult to talk to during the day: 55% agree or strongly agree		School offers challenging classes: 72% agree or strongly agree Students feel safe at school: 64% agree or strongly agree Sets high expectations for student achievement: 65% agree or strongly agree Students have a trusted adult to talk to during the day: 64% agree or strongly agree Note: n=262 student responses for 22-23; 4419 students in grades 6-12 in the district	School offers challenging classes: 70% agree or strongly agree Students feel safe at school: 53% agree or strongly agree Sets high expectations for student achievement: 65% agree or strongly agree Students have a trusted adult to talk to during the day: 64% agree or strongly agree Note: n=2092 student responses for 23-24; 4874 students in grades 5-12 in the district	

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions.

MHUSD staff implemented an equity-focused approach to enhance student engagement, social-emotional learning, and school climate that fosters relationships, well-being, and achievement through professional development for instructional planning and classroom practices related to social-emotional skill-building positive behavior interventions and trauma-informed practices. Culture and Climate teams received ongoing training/support through district and site-based PBIS meetings to evaluate the effectiveness of collaborative planning, share best practices, and work within the Multi-Tiered Systems of Support (MTSS) model to enhance support and interventions for all students. Staff continually monitored data for progress -- to date, internal data shows a decrease in chronic absenteeism, a decrease in high school drop-outs, and an increase in students completing high school (92.8%) compared to the previous year. Further, District staff analyzed the progress of student connections, focusing on whether students were on track to meet various benchmarks and identifying any areas of concern or areas where additional support is needed. Professional development was provided by the SCCOE and other outside partnerships to provide elementary teachers with the necessary training and support to create positive learning environments where all students, including those with diverse learning needs, feel valued and supported in their literacy development.

The District MTSS Team continued to evaluate the structure and effectiveness of the MTSS for student wellbeing, including the identification of students needing additional support, the provision of interventions at different tiers of support for attendance, mental health, social-emotional wellness, and other at-risk behaviors, and the monitoring of progress over time. The MTSS team is in the process of developing a handbook to guide site-level Student Success Teams (SSTs) to provide structured interventions for students who are chronically absent, show high numbers of suspensions or have been expelled, are off track for graduation, or have are not connected to school. Over the course of this LCAP, educational partners, including teachers, administrators, school counselors, parents, and community members, have been involved in developing this handbook to support the goal of reducing adverse behaviors and improving student engagement.

The Educational Services Team, in partnership with the various educational partners and the school sites, engaged in the ongoing evaluation of the types of data collected (e.g., survey results, discipline data, attendance data, etc.) and the impact on informing decisions around school climate and culture. Through evaluating the systems in place for monitoring and assessing the progress towards the goal, including using benchmarks and progress monitoring data to track student outcomes and adjust instructional practices as needed, assessment tools have been changed to facilitate teacher access to assessment data and supporting instructional tools.

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.

3.0.b - This survey was covered by a grant this year
3.0.c—We did not require as many subs as initially planned. The sites used staff that did not require subs, and we scheduled training outside the school day.
3.0.d - Added partnerships to support student's social and emotional needs.
3.0.e - Added services to include TK and the Los Dichos programs.
3.0.g - Did not need to order as many SEL teacher curriculum kits because the sites already have some SEL teacher curriculum kits on hand
3.0.h - Added secondary curriculum mid-year, additional staff login-ins for the program, and parent meetings (including Spanish) to review the curriculum regarding Erin's law.

3.0.i - Needed to increase our DocuSign (envelope) usage due to increased mental health and independent study contracts and referrals processed through this platform.
3.0.j - This is a grant; the Santa Clara County Office of Education increased the grant amount mid-year due to increased funding; with this money, we hosted additional tobacco prevention events at the school sites and provided transportation to the annual TUPE conference in Berkeley.
3.0.l—The Homeless grant covered some of the costs originally budgeted for, so less was spent.
3.0.m - Cost increased due to increased salaries due to negotiations/new contract agreement
3.0.o - The Santa Clara County Office of Education paid for this program this year
3.0.p - Over 85% of paraprofessionals and special education teachers assigned to specialty classrooms received QBS training. Much of the training was provided before school and during work hours as coaching to reduce the need for guest teachers (substitutes).
3.0.q - Could not find guest teachers to offer this training
3.0.r - Provided additional training to TK assistant teachers, paraeducators, and site administrators. Provided coaching support to previous cohort of classroom teachers.
3.0.s - Not completed due to staffing challenges

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

The social-emotional, engagement, and school climate actions have supported students by strengthening Universal Supports (formerly Tier I) and providing additional Targeted Support (formerly Tier II) for students who need additional intervention and support. The data in most areas validate the need to continue to provide on going foundational supports in grades TK-12 as well support the higher level of needs (e.g. an increase in the number of student behavior incidents and suspensions, etc.). With social-emotional well-being needs at an all-time high and family dynamics always changing, we are constantly working to meet the needs of students and their families.

Data indicates an overwhelming majority of students surveyed want to do well in school (94%), with an increased perception of curriculum being rigorous and inclusive of all learners (increased to 58% over the previous year). There was also an increase in student voice in decision-making and learning (increased to 54%) and increase in curriculum motivating students (up to 45%).

Further, the data continues to highlight areas of growth such as the need for building relationships with students, students feeling welcomed/safe at school, and setting high expectations academically and behaviorally for all students.

Specifically, Actions 3.0.c,3.0.d, 3.0.q, provided training and resources for direct support to students at the Universal supports and interventions as well as Targeted Support levels. Dashboard data (chronic absenteeism and graduation rates) indicates that there is a reduction in chronic absenteeism rates and increase in graduation rates.   Chronic absenteeism dropped from 23.6% (2023) to 19.8% (as of April, 2024). The district's high school dropout rate decreased from 5.1% (2022) to 2.8% (2023).

Actions 3.0.i and 3.0.m include staffing to provide direct support to students and families experiencing homelessness, foster youth, or at-risk. They connect families to resources and bridge the gap between school and home. In addition, they are another trusted adult for our most vulnerable populations.

Lastly, action 3.0.p., teachers (inclusive of general education and special education) would benefit from receiving training on de-escalation techniques to support student behavior that would help improve relationship building, welcoming environment/safety perceptions, and suspension rates.

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

Based on the feedback received and outcome data, there are several planned changes moving forward including:
- consolidating actions 3.0.c, 3.0.q, 3.0.p, 3.0.o into School Culture and Climate Supports and Training,
- consolidating 3.0.c and 3.0.d into Collaborative Partnerships for Comprehensive Social Emotional Supports
- Combine 3.0.d. with 3.0.e, 3.0.g, 3.0.h, and 3.0.j to address Student Health and Wellness Curriculum.
- Support 3.0.e will be combined with 3.0.f and 3.0.l to be Foster and Homeless Support.

In developing the new LCAP, MHUSD focused on fostering a culture of collaboration by implementing new communication methods and processes to improve educational partner engagement and ensure alignment and support for initiatives. Additionally, there will be a shift from Action 3.1.e to 3.0 I School Linked Services and 3.1 F to 3.0 H School Resource Officer to better align with the goals and actions of 3.0. Also, in order to streamline the work and progress monitoring, 3.0.p: Additional de-escalation training will be provided to general education staff and special education staff will move to Focus Goal 1.5 in 2024-2025 LCAP.

Update to Metrics:
A metrics review indicates a need to adjust metrics to better capture progress and success. This will involve adding new metrics, removing ones no longer relevant to the actions, and refining existing metrics to provide insights into performance. The metrics will be adjusted to reflect indicators currently used to evaluate student growth and proficiency based on state and local data.

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

Goals and Actions

Goal

Goal #	Description
Focus Goal 3.1	Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools to improve timely student and community access to our growing inventory of social-emotional and school linked services. Provide social-emotional learning strategies and practices that are intentionally designed, assessed, and monitored for student outcomes within multi-tiered systems of support. Build a community of practice in collaboration with staff and students on establishing culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Base Program Usage 6-12 Social Emotional Learning (SEL)	2021-22: 907 students have started at least one lesson/unit	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23: 2228 students have started at least one lesson/unit	The metric has been discontinued as the district no longer offers the BASE program.	Desired outcome updated for 22-23 LCAP

At least 2000 students completing at least 1 lesson/unit by Spring 2024.

Each school site with BASE will have a scope and sequence mapped out for the school year. |
| Teachers Trained in Cultivating a Safe and Brave Space | 2021-22: The data is not available due to inability to implement the PD due to staffing | Not Applicable. | Not Applicable. | Not Applicable. | Metric discontinued due to programmatic changes. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	shortages and lack of substitute availability. This metric is being discontinued due to programmatic changes.				
Wellness Center Visits and Referrals by Site	2021-22 (as of end of April 2022) Britton Middle School 9,368 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school) 2,779 Aeries documentation of Visits to the Wellness Center or counseling or self-regulation during class times. 151 total referrals (5 family referrals, 107 staff referrals, 39 students made self-referrals) Martin Murphy Middle School	Not available because the 2021-22 school year is the baseline year for this metric.	2022-23 (as of end of April 2023) Britton Middle School 3,407 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school) 4,403 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times. 257 total referrals (15 family referrals, 1 peer referral, 145 staff referrals, 96 students made self-referrals) Martin Murphy Middle School	2023-24 (as of end of April 2024) Britton Middle School 6,870 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school) 2,259 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times. 153 total referrals (9 family referrals, 96 staff referrals, 53 students made self-referrals) Martin Murphy Middle School	2023-24 (as of end of April 2024) Britton Middle School 6,870 visits were made by students to the Wellness Center during non-class times (break, lunch, before school, after school) 2,259 Aeries documentation of Visit to the Wellness Center or counseling or self-regulation during class times. 153 total referrals (9 family referrals, 96 staff referrals, 53 students made self-referrals) Martin Murphy Middle School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3,199 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1,474 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times. 58 total referrals (6 family referrals, 50 staff referrals, 2 students made self referrals) Live Oak High School 2442 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 686 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times.		9,105 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 3,063 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 110 total referrals (5 family referrals, 101 staff referrals, 4 students made self referrals) Live Oak High School 1,679 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1,961 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.	13,855 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 2,652 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 99 total referrals (5 family referrals, 83 staff referrals, 11 students made self referrals) Live Oak High School 2482 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 2484 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.	13,855 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 2,652 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 99 total referrals (5 family referrals, 83 staff referrals, 11 students made self referrals) Live Oak High School 2482 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 2484 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	104 total referrals (8 family referrals, 90 staff referrals, 6 students made self referrals) Sobrato High School 8,534 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1,373 Aeries documentation of Visits to the Wellness Center for counseling or self-regulation during class times. 203 total referrals (14 family referrals, 5 peer referrals, 124 staff referrals, 59 students made self referrals)		125 total referrals (5 family referrals, 4 peer referrals, 98 staff referrals, 18 students made self referrals) Sobrato High School 5,047 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 2,293 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 348 total referrals (11 family referrals, 0 peer referrals, 274 staff referrals, 63 students made self referrals)	145 total referrals (2 family referrals, 130 staff referrals, 13 students made self referrals) Sobrato High School 5371 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1733 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 325 total referrals (11 family referrals, 215 staff referrals, 99 students made self referrals)	145 total referrals (2 family referrals, 130 staff referrals, 13 students made self referrals) Sobrato High School 5371 visits were made by students to the wellness center during non-class times (break, lunch, before school, after school) 1733 Aeries documentation of Visit to the Wellness Center for counseling or self-regulation during class times. 325 total referrals (11 family referrals, 215 staff referrals, 99 students made self referrals)
Wellness Center Workshop Participants	2021-22 7 families participated in the Saturday Wellness Center Workshops.	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 0 families participated in the Saturday Wellness Center Workshops. The	2023-24 Saturday Wellness Center Workshops are not being held this	Desired outcome updated for 22-23 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			workshops were not held this year in lieu of other supports.	year in lieu of other supports.	250 families per year will participate in Wellness Center workshops. Metric discontinued due to programmatic changes.
PEI/School Linked Services: # served	130	92 students received individual services, 20 full classes of skill streaming, and 2 social skills groups. In 2021-22 SCCOE Behavioral Health expanded services to all sites due to the pandemic, services resumed to only PEI/SLS sites for this year.	68 students received individual services, 25 full classes of skill streaming, and 5 social skills groups.	2023-24 153 individual referrals to services (65 specifically PEI/SLS agencies), 16 skills streaming/social skills groups/classes	153 individual referrals to services (65 specifically PEI/SLS agencies), 16 skills streaming/social skills groups/classes
School Resource Officer Proactive Student Support:	2021-22 Parent-Project Sessions: 1 Restorative Justice circles: 2 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Parent-Project Sessions: 0 Restorative Justice circles: 0 Restorative Justice training: Yes Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	2023-24 To Date Parent-Project Sessions: 1 scheduled Restorative Justice circles: 0 Restorative Justice training: Yes (1) Parent/Guardian workshops: 0 Staff, community, and student surveys: 0	Desired outcome updated for 22-23 LCAP Parent-Project: 6 total sessions Diversion completers: 90% Parent/Guardian Workshops: 6 total

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Staff, community, and student surveys: 1 per year
Behavior Infractions Total Number: Non-Suspension: Suspension: (Datazone)	2019-2020 (in-person: August 2019 - March 2020) Total Number: 7370 6501 / 88.2% 869 / 11.8%	2021-22 Behavior Incidents Total Number: 3753 Non-Suspension: 3087 Suspension: 666 (out of school, in-school and class suspensions included)	2022-23 Behavior Incidents Total Number: 2807 Non-Suspension: 2083 Suspension: 724 (out of school, in-school and class suspensions included)	2023-24 Behavior Incidents to Date: Total Number: 2835 Non-Suspension: 2324 Suspension: 511 (out of school, in-school and class suspensions included)	Desired outcome updated for 22-23 LCAP Reduce suspension percentage 90%
Restorative Justice MHUSD Staff Trainings	2021-22 Restorative Justice Trainings: 88 adults (administrators, teachers, school counselors, support staff)	Not available because the 2021-22 school year is the baseline year for this new metric.	2022-23 Restorative Justice Trainings: 93 adults (administrators, teachers, school counselors, support staff)	2023-24 Restorative Justice Trainings: 7 adults (school psychologists) + an overview of RJ with all new secondary teachers during the new teacher orientation	By - December 2022: 85% of all non-teaching staff (Administrators, Counselors, Support Staff, etc) will be trained in RJ practices - June 2023: One third of school sites will be fully trained (All teachers and staff)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					• June 2024: All school sites and all adults on campus will be trained in Restorative Justice practices
Social Emotional Learning Competencies	Baseline data will be collected during the 2022-23 school year.	Not available	The metric is being discontinued due to programmatic changes with and application of the districtwide the SEL survey tool.	The metric is being discontinued due to programmatic changes with and application of the districtwide the SEL survey tool.	Metric discontinued due to programmatic changes. By June 2024, students will score proficient in 3 out of 5 of the CASEL Competencies for social emotional wellness.

Goal Analysis

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

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

The actions for this goal were fully implemented.

In an effort to meet the social-emotional needs of students and maximize academic achievement a significant amount of work and effort has gone into supporting student wellness. This commitment is evidenced by Aeries reporting data, student referral data to community-based organizations, school-linked services, and the expansion of school-based mental health clinicians and Wellness spaces to support TK-12 school sites. School-based Mental Health Clinicians (Wellness Counselors) actively engage students in Tier 1 support during non-class time at comprehensive high schools and middle schools. Students utilized Wellness Centers to self-regulate and engage in activities promoting

healthy coping strategies. The nine Wellness Counselors provide support through one-on-one mental health counseling, group therapy, psychoeducation, and resources. They convene regularly to discuss mental health patterns and student activities and engage on topics such as suicide prevention, drug use signs and symptoms, anxiety, depression, eating disorders, and self-care.

Multi-tiered wellness supports include student groups and one-on-one case management by community partners identified by the coordinator of school-linked services that provide direct connections and warm hard-offs for Prevention Early Intervention (PEI) and SLS services through behavioral health. Further, the School Resource Officer (SRO), provides direct support to school sites and is proactive in building and supporting community relations.

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.

3.1.c - Increase is due to the increase in staffing that was added to support elementary sites
3.1.f - Decrease in spending because the SRO retired and there was a short lapse in rehiring a new SRO

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

The outcome of student Wellness Center visits has exceeded that of the previous year with 28,578 student visits during non-class time through April 2024. A contributing factor to this improvement is the proactive approach taken by the Wellness staff, who have presented the wellness referral process at multiple school and district staff meetings. This process facilitates referrals made by staff, parents, and self-referring students. For the 2023-24 school year, the referral data for sites with a Wellness Center are as follows: Ann Sobrato with 325 referrals, Britton with 153 referrals, Live Oak with 145 referrals, and Martin Murphy with 99 referrals.
The Wellness Counselors provide mental health support across K-5, K-8 elementary sites, middle schools, and high schools, resulting in 1247 district-wide referrals. Student access to wellness services has increased at our elementary sites due to the hiring of additional Wellness Counselors. For the 2023/2024 school year, 13,049 counseling supports were provided to students, and 36,044 visits districtwide were made to Wellness spaces during non-class time. Class time supports included 330 elementary, 535 middle, and 335 high school visits to mental health-related groups.

The School Linked Services Coordinators also saw a 128% increase in the number of referrals over the previous year and a large increase in the number of skills streaming/social skills groups/classes offered during the 2023-24 school year. Further, while the number of student behavior incidents appears to be on the same space as the previous school year, the number of student suspensions has decreased by 29% from 724 to 511 as of April 2024.

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

We are restructuring positions and consolidating goals to support ongoing transitions and address budgetary constraints. The following goals will be incorporated into Goal 3.1: 3.1e (School Linked Services) and 3.1.f (School Resource Officer). Additionally, the position of District Coordinator of Academics and Wellness position associated with Action 3.1.b. will be eliminated, as well as the corresponding action item 3.1.d. The District will transition to utilizing the internal student information system to address 3.1.d.

Update to Metrics:
Our metrics review has highlighted the need to refine our evaluation criteria to capture progress and success more accurately in the areas of Wellness Center/Spaces, School Resource Officer, and social emotional growth and student wellbeing. This will involve introducing new metrics, eliminating no longer relevant metrics, and refining existing metrics for enhanced precision. These adjustments will ensure that our metrics align with current indicators used to assess student growth and proficiency based on state and local data.

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

Goals and Actions

Goal

Goal #	Description
Goal 4.0	Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. MHUSD will provide equity and access for students through inclusive opportunities in the least restrictive environment (LRE) by ensuring that all educational partners are responsible for every learner. This provision will improve post-secondary outcomes for students by focusing on the whole child through additional instructional support for students and professional development for staff by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD ELA Performance (CA dashboard)	2017: 89.3 points below standard Declined 11.2 points # of students: 520 2018: 102.4 points below standard Declined 12.2 points # of students: 610 2019: 94.6 points below standard Increased 10.3 points # of students: 642 2020: N/A 2021: N/A	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	CA Dashboard SWD ELA Performance 2022 101.3 points below standard Declined 6.7 points (from 2019) # of students: 581	CA Dashboard SWD ELA Performance 2023 114.8 points below standard Declined 13.5 points # of students: 573	CA Dashboard Spring 2023: 60 points or fewer below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD Mathematics Performance (CA dashboard)	2017: 112.5 points below standard Declined 13.8 points # of students: 520 2018: 122 point below standard Maintained -1.6 points # of students: 607 2019: 122.8 points below standard Maintained 1.2 points # of students: 642 2020: N/A 2021: N/A	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	CA Dashboard SWD Math Performance 2022 137.3 points below standard Declined 14.5 points # of students: 579	CA Dashboard SWD Math Performance 2023 145.8 points below standard Declined 8.4 points # of students: 574	CA Dashboard Spring 2023: 80 points or fewer below standard
SWD in Least Restrictive Environment: 80% or more of their day: State Target: >52.20%	2019-2020: 46.90% Nov 2020: 51.0% Sept 2021: 51.1% April 2022: 54.8%	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	2022-2023 September 2022: 56.13% April 2023: 56.31%	2023-2024 September 2023: 56.5% March 2024: 60.06%	Spring 2024: >60%
SWD in Least Restrictive Environment 40% of less of their day: State Target: <21.60%	2019-2020: 23.31% Nov 2020: 22.4% Sept 2021: 19.9% April 2022: 18.2%	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	2022-2023 September 2022: 11.91% March 2023: 11.04%	2023-2024 September 2023: 16.4% March 2024:14.9%	Spring 2024: <14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD Graduation Rate (CA dashboard)	2017: 75% Graduated Declined 8.9% # of students: 60 2018: 72.2% Graduated Declined 2.8% # of students: 72 2019: 58.5% Graduated Declined 13.7% # of students: 94 2020: N/A 2021: N/A	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	Class 2022 SWD Graduation Rate 2022 85.7% Graduated Increased 27.5% # of students: 105	Class 2023 SWD Graduation Rate 2023 78.5% Graduated Decline: 7.2% # of students: 62	CA Dashboard Spring 2023: 80% Graduated
MHUSD students enrolled in programs outside of the district	Enrollment in SCCOE Programs: 2020-2021: 56 2021-2022: 45 NPS: 2020-2021: 20 2021-2022: 19 Residential: 2020-2021: 3 2021-2022: 1	Not available because the 2021-22 school year is the baseline year for this new goal and metric.	Enrollment in SCCOE Programs: 2022-23: 36 NPS: 2022-23: 15 Residential: 2022-23: 1	Enrollment in SCCOE Programs: 2023-24: 31 (April 2024) NPS: 2023-24:12 (April 2024) Residential: 2022-23: 1 (April 2024)	Enrollment in SCCOE Programs: 2023-2024: 35 NPS: 2023-2024: 20 Residential: 2023-2024: 0-1

Goal Analysis

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

After analyzing statewide data from the California dashboard and local indicators, MHUSD has made extensive efforts to create an inclusive educational environment that meets the diverse needs of its students.

MHUSD is dedicated to promoting equity, accessibility, and inclusivity to enhance academic performance and social-emotional well-being. Key to this mission has been the addition of more certified and classified staff and the provision of training and support in universal design for learning (UDL) principles and behavioral de-escalation techniques for educators, administrators, and support staff.

The district has also focused on professional development for administrative staff, equipping them with the skills needed to lead inclusive initiatives effectively. Schools with inclusive programs have benefited from significant onsite coaching and specialized professional development, including help with co-teaching, co-planning, and integrating UDL.

Understanding the need for adequate staffing, MHUSD has allocated additional resources to secondary schools to accommodate more students in inclusive settings. Furthermore, the district has worked to improve the skills of psychologists and administrators in supporting and evaluating students with diverse learning needs.

These proactive measures highlight MHUSD's strong commitment to creating an environment where every student can thrive academically and socially. As a result, more MHUSD students are being educated in the least restrictive environment, with fewer students placed out-of-district and more included in the general education environment.

Despite these efforts, MHUSD faced significant challenges due to unexpected events, such as the mid-year departure of the Inclusion TOSA. To address this, MHUSD partnered with the Santa Clara County Office of Education (SCCOE) Inclusion Collaborative to bridge the gap in resources, coaching, and professional development. Additionally, although there were plans to establish an inclusion preschool program for the 2023-2024 school year, delays in finalizing an agreement with a partner preschool program and difficulty finding qualified staff mid-year caused further setbacks.

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.

4.0.a - Inclusion TOSA was partially implemented. The position was filled from Aug.2023 to October 2023 and then closed. The remaining funds were not expended on this action.

4.0.c - Contract with SCCOE Inclusion Collaborative was increased to provide professional development when the Inclusion TOSA position closed.
4.0.d - Inclusion MOU with Catalyst was approved midyear, and the position could not be filled mid-year. The funds were not able to be spent this year.

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

California's educational landscape has seen a complicated mix of changes post-COVID, especially for students with disabilities (SWD). Before the pandemic, the district was making academic strides, but recent data shows a decline in English Language Arts (ELA) and Math scores for SWD, as well as lower graduation rates. On the bright side, more students are now being educated in the least restrictive environment (LRE). Least Restrictive Environment (80% or more of their day) went up from 56.31% (2022) to 60.06% (as of March, 2024). and there are fewer placements outside the district, indicating a positive shift toward inclusion.

This shift toward more inclusive settings is partly due to efforts to increase staffing and improve administrators' understanding of diverse learning needs. By providing teachers and paraprofessionals with training in Universal Design for Learning (UDL) and behavioral de-escalation techniques, MHUSD has supported a broader range of students within general education classrooms.

Additionally, MHUSD has focused on professional development for administrators and psychologists to enhance their skills in inclusive practices and assessments of diverse learners. This includes a deeper understanding of UDL and better support for neurodiverse students. These initiatives have laid a solid foundation for continued progress in creating a more inclusive and supportive educational environment for all students.

While the post-COVID academic outcomes have been challenging, the increase in LRE placements and the decrease in out-of-district placements suggest MHUSD is moving in the right direction. The ongoing commitment to equity, access, and inclusion is crucial as staff work to improve every student's academic performance and social-emotional well-being.

4.0.a - TOSA was effective in supporting school sites in co-teaching and inclusion professional development.- At Nordstrom 53% of SWD made annual growth projections for Reading and 50% of SWD for Math on iReady data. All special education co-teachers reported satisfaction with their co-teaching partnerships and a desire to continue those partnerships.
4.0.b - Admin Inclusion PD was partially effective; only 3 admin (2 middle school & 1 high school) attended PD conference. Site administrators at Martin Murphy and one administrator and two co-teachers at Sobrato brought back to their sites, information they learned regarding anti-bias and social justice and using innovation and creativity in Universal Design for Learning.
4.0.c - Co-teaching and inclusion PD continued the support of co-teaching and inclusion professional development and coaching at inclusion sites. Thirty-four teachers were trained in various aspects of UDL and inclusion from three school sites.
4.0.d - Was not implemented and cannot be determined to be effective or ineffective

4.0.e - Secondary Inclusion staffing was effective in supporting additional sections of collaboration at the high school level from the 2023-2024 school year as 31 sections of collaborative classes were taught, in all subjects and nearly every range of basic high school diploma-required courses. In the 2024-2025 school year, 38 sections of collaborative classes are planned.

4.0.f - Professional Development and Coaching - will be adjusted to focus support on professional development and coaching for paraprofessionals. One hundred percent of site administrators received training on specific IEP practices to assist with compliance and legal implications for IEP monitoring. One hundred percent of psychologists received training on implications and best practices for assessment and for students who are English Learners, while four others received specific targeted coaching on best practices in evaluation and reporting. These actions resulted in a half-percent drop in number of special education students this year. Compliance areas increased by

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

With the development of the new Local Control and Accountability Plan (LCAP), MHUSD is making significant changes to better support students. One major change is moving goal 4.0 to a more prominent position as focus goal 1.5, concentrating on enhancing inclusive practices throughout our district.

The 2023 performance indicators for students with disabilities showed a decline in English Language Arts (ELA) and Math scores for 2022 and 2023. Given this analysis and other data points, MHUSD is prioritizing efforts in multi-tiered systems of support (MTSS) to address these deficits. This will involve strengthening first instruction practices and putting extra focus on Universal Design for Learning (UDL) in schools that are actively working on inclusion. By increasing the understanding of UDL among educators and administrators, especially at sites showing progress in Least Restrictive Environment (LRE) efforts, MHUSD aims to create a more supportive and effective learning environment for all students. Other changes include:

4.0.a - Position eliminated
4.0.b - Admin Inclusion PD - site administrator PD will focus on on-the-job coaching at specific inclusion sites specifically in UDL
4.0.c - Co-teaching and Inclusion PD - will continue at elementary inclusion sites and expand to high schools, focusing on expanded methods of co-teaching and UDL.
4.0.d - Preschool Inclusion Staff - continue and expected to be fully implemented in 2024-25
4.0.e - Secondary Inclusion Staffing - reduced by 1, and move funding source to categorical funding.
4.0.f - Professional Development and Coaching - will be adjusted to focus support on professional development and coaching for paraprofessionals

Update to Metrics:
Reviewing the metrics, staff identified the need to make some adjustments to better capture progress and success. This means staff will be adding new metrics, removing outdated ones, and refining existing metrics to provide clearer insights into performance. The current metrics will be updated to reflect the Differentiated Assistance and State and Local indicators used to evaluate student growth and proficiency.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morgan Hill Unified School District	Dr. Carmen García Superintendent	garciacarmen@mhusd.org 408.201.6023

Plan Summary [2024-25]

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

Morgan Hill Unified School District's (MHUSD) vision is for all students to receive an excellent education and to be empowered to succeed in school. Students will be prepared to achieve in a diverse, global society and make meaningful contributions to their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st Century. The Morgan Hill Unified School District's central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity, and integrity in an environment of diversity, equity, and service.

Morgan Hill Unified School District encompasses a diverse population and occupies a substantial 300-square-mile area in the southern region of Santa Clara County. The 14 neighborhood schools are the heartbeat of the community, with each school providing a central destination for education, growth, and support on both an academic and social-emotional level. The District is currently the largest employer in the City of Morgan Hill, employing approximately 800 employees in positions ranging from maintenance, bus drivers, and office staff to teachers and administrators.

The District serves an estimated 8,013 students within six elementary schools, two TK-8 schools, two comprehensive middle schools, one continuation high school, two comprehensive high schools, and one community adult school. The District has experienced steady enrollment from the 2021-22 school year to the 2023-24 school year. MHUSD's schools are located in Morgan Hill, South San Jose, and San Martin. 18.2% (1,447) of our students are English Learners (EL). 87.70% of our English Learners identified Spanish as their home language; the second highest home language percentage is Vietnamese (3.46%), followed by forty-five other languages representing the remaining EL population. Our student population identifies with the following racial/ethnic groups: 52.7% Hispanic/Latino/a, 25.3% White, 8.3% Asian, 6.1% Two or more races, 2.4% Filipino, and 1.3% African American. Morgan Hill Unified School District has an unduplicated student count of 40.1% of our student population.

The elementary schools offer five focus academies that capture the interest of students and staff alike. San Martin/Gwinn welcomes close to 700 students in TK-8 and offers a 90/10 Dual Immersion Multicultural Education (DIME) model program and an Environmental Science Academy. P.A. Walsh School is a unique school that provides students with two exciting academic opportunities: a STEAM academy program and a 50/50 Dual Language Immersion program. With music woven into the learning experience, Jackson Academy of Math and Music fosters a love of learning for over 670 students in TK-8. El Toro Health and Science Academy and Paradise Valley Engineering Academy ignite a passion for discovery in young minds. These schools, catering to approximately 375-525 students, create dynamic learning environments with dedicated maker-spaces, fostering creativity and innovation in a smaller school setting. Barrett and Los Paseos Elementary Schools create a strong sense of belonging for their TK-5 students, fostering a community of nearly 400-500 learners who are empowered by meaningful and impactful education. Nordstrom, the largest TK-5 school, fosters a welcoming and inclusive environment where nearly 640 students thrive.

Both comprehensive middle schools foster inviting, inclusive learning environments focused on preparing students for high school. Britton Middle School is one of the new state-of-the-art remodeled campuses in downtown Morgan Hill and welcomes close to 620 students in grades 6th-8th. Martin Murphy Middle School welcomes close to 530 students on its campus and offers a variety of extracurricular activities for students with a range of interests in San Jose.

Live Oak High School, Sobrato High School, and Central High School are more than just classrooms; they're vibrant communities where over 2,700 students in grades 9-12 flourish. The schools foster strong relationships and cultivate welcoming environments that celebrate diversity. They offer a rich academic curriculum with a wide range of courses, including Advanced Placement, CTE pathways, Dual Enrollment, and engaging extracurricular activities. They prepare students for success in college, career, and beyond while nurturing their social-emotional well-being.

The District's Community Adult Education program empowers adults to achieve academic goals and build community connections. This, in turn, strengthens home-school partnerships, ultimately benefiting the overall success of students in the District. Building strong bonds between families and schools is a District priority. The Family and Community Engagement Center is a hub for collaboration, offering resources and events and fostering connections between families, schools, and community partners.

Data for this Local Control Accountability Plan is compiled from the California School Dashboard, DataQuest, local student data systems (DataZone), the College Board, and local assessment results. Resources are attached for your reference and further explanation in the Local Control and Accountability Plan (LCAP) sections.

Reflections: Annual Performance

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

In 2023, the State Board of Education adopted a new LCAP template and instructions. Under this template, the Annual Performance section must include identifying and addressing key performance outcomes related to Morgan Hill Unified School District's 2023 CA School Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Based on a review of the 2023 California School Dashboard, the following trends have been observed for Morgan Hill Unified School District (MHUSD).

1) Schools within MHUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - Very Low). Schools: None.

Academic Indicator - Math (Red - Very Low). Schools: None.

English Learner Progress Indicator (Red - Very Low) - Actions 1.4.a, 1.4.d, 1.4.f, 1.4.f., 1.4.h., 1.4.i
- Nordstrom Elementary (35.3% Making Progress, Declined 27.2%, N = 34)
- Live Oak High School (21.7% Making Progress, Declined 25.5%, N= 152)

Graduation Rate Indicator (Red - Low to Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.g., 1.3.h., 1.3.i., 1.3.p.
- Central High School (66.2% Graduated, Declined 10.8%, N = 65)

College/Career Indicator (Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.a., 1.3.g., 1.3.h., 1.3.i., 1.3.p
- Central High School (1.5% prepared, N = 65)

Chronic Absenteeism Indicator (Red - Very High) - 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o
- Barrett Elementary (39.9% Chronically Absent, Increased 4%, N = 406) - Actions 3.0.k
- Nordstrom Elementary (23.2% Chronically Absent, Increased 7.2%, N= 641) - Actions 3.0.k
- Los Paseos Elementary (22.8% Chronically Absent, Increased 1%, N=434) - Actions 3.0.k
- Martin Murphy Middle School (28.8% Chronically Absent, Increased 0.8%, N= 571) - Actions 3.0.c.
- Paradise Valley Engineering Academy (26.1% Chronically Absent, Increased 1.3%, N= 379) - Actions 3.0.k

- P.A. Walsh STEAM Academy (34% Chronically Absent, Maintained 0%, N= 459) - Actions 3.0.k

Suspension Rate Indicator (Red - Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- Britton Middle School (14.6% Suspended at Least One Day, Increased 6.1%, N= 624)
- Martin Murphy Middle School (13.1% Suspended at Least One Day, Increase 2%, N= 580)

2) Student groups within MHUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.
- English Learners (84.1 Points Below Standard, Declined 9.4 points, N=920)
- Homeless Youth (79.7 Points Below Standard, Declined 0.8 points, N= 358)
- Students with Disabilities (114.8 Points Below Standard, Declined 13.5 points, N= 573)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g., 1.2.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.
- English Learners (111.7 Points Below Standard, Declined 6.6 points, N=914)
- Socioeconomically Disadvantaged (100.1 Points Below Standard, Declined 1.5 points, N= 666)
- Students with Disabilities (145.8 Points Below Standard, Declined 8.5 points, N= 574)

Graduation Rate Indicator (Red - Low to Very Low)- None.

College/Career Indicator (Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.a., 1.3.g., 1.3.h., 1.3.i., 1.3.p
- Students with Disabilities (9.9% or lower in Current Year)

Chronic Absenteeism Indicator (Red - Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.c., 3.0.d., 3.0.e., 3.0.j., 3.0.k., 3.0.o
- African American (26% Chronically Absent, Increased 0.3%, n= 73)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- English Learners (8.1% Suspended at Least One Day, Increased 1.9%, n= 1579)
- Homeless Youth (8.9% Suspended at Least One Day, Increased 0.2%, n= 847)
- Students with Disabilities (9.5% Suspended at Least One Day, Increased 1.4%, n= 1201)
- African American (9.2% Suspended at Least One Day, Increased 0.3%, n= 109)
- Pacific Islander (22.6% Suspended at Least One Day, Increased 5%, n= 31)

3) Student groups within a school within MHUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Barrett Elementary
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k

- English Learners (40.5 % Chronically Absent, Increased 6.2%, n= 116)
- Homeless Youth (50.9% Chronically Absent, Increased 12%, n= 53)
- Socioeconomically Disadvantaged (46.5 % Chronically Absent, Increased 4.2%, n= 271)
- Students with Disabilities (45.3 % Chronically Absent, Increased 4.3%, n= 75)
- Hispanic (45.2 % Chronically Absent, Increased 3.7%, n= 279)
- White (29.8 % Chronically Absent, Increased 3%, n= 57)

El Toro Health Science Academy
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a.
- Students with Disabilities (77.8 Points Below Standard, Declined 11.5 points, n= 30)

Jackson Academy of Math and Music
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a., 1.2.b., 1.2.d.
- Students with Disabilities (101.2 Points Below Standard, Declined 26.9 points, n= 56)
Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g., 1.2.a., 1.2.b., 1.2.d.
- Students with Disabilities (111.1 Points Below Standard, Declined 1 point, N=56)
Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- Hispanic (3.6% Suspended at Least One Day, Increased 2.2%, n= 279)
- White (3.4% Suspended at Least One Day, Increased 2.6%, n= 237)
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.c., 3.0.d., 3.0.e., 3.0.j., 3.0.k., 3.0.o
- Two or More Races (21.6 % Chronically Absent, Increased 10.5%, n= 74)

Los Paseos Elementary
Suspension Rate Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b.
- Students with Disabilities (6.1% Suspended at Least One Day, Increased 3.7%, n= 33)
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- Students with Disabilities (40.6.% Chronically Absent, Increased 10.6%, n= 32)
- Hispanic (29.5% Chronically Absent, Increased 1.3%, n= 193)

Nordstrom Elementary
English Learner Progress Indicator (Red - Very Low) - Actions 1.4.a, 1.4.d, 1.4.f, 1.4.f., 1.4.h., 1.4.i
- English Learners (35.3% Making Progress, Declined 27.2%, N = 34)
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a.
- Students with Disabilities (81.5 Points Below Standard, Declined 6.6 points, n= 36)
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- English Learners (30.1% Chronically Absent, Increased 2.6%, n= 73)
- Socioeconomically Disadvantaged (37.2 % Chronically Absent, Increased 5.7%, n= 137)
- Students with Disabilities (28.2 % Chronically Absent, Increased 2.4%, n= 71)
- Hispanic (34.8 % Chronically Absent, Increased 10.2%, n= 210)

- White (17.5 % Chronically Absent, Increased 7.3%, n= 212)
- Two or More Races (23.5 % Chronically Absent, Increased 9.9%, n= 102)

P.A. Walsh STEAM Academy
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a.
- English Learners (83.8 Points Below Standard, Declined 24.2 points, n= 89)
- Homeless (76.4 Points Below Standard, Declined 4.6 points, n= 32)
- Socioeconomically Disadvantaged (87.4 Points Below Standard, Declined 30.2 points, n= 131)
- Students with Disabilities (128.3 Points Below Standard, Declined 52.1 points, n= 35)
- Hispanic (81.2 Points Below Standard, Declined 34.2 points, n= 141)
Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g.
- Students with Disabilities (114.3 Points Below Standard, Declined 114.3 points, N=35)
Suspension Rate Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b.
- Students with Disabilities (15.2% Suspended at Least One Day, Increased 8.1%, n= 79)
- Socioeconomically Disadvantaged (4.3% Suspended at Least One Day, Increased 11.8%, n= 347)
- Hispanic (4.5% Suspended at Least One Day, Increased 2.9%, n= 232)
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- Homeless (53.9% Chronically Absent, Increased 3.1%, n= 102)
- Students with Disabilities (40.3% Chronically Absent, Increased 6.4%, n= 77)
- Hispanic (37.0 % Chronically Absent, Increased 2%, n= 338)

Paradise Valley Engineering Academy
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- English Learners (43.8% Chronically Absent, Increased 7.6%, n= 48)
- Socioeconomically Disadvantaged (38.7% Chronically Absent, Increased 0.8%, n= 48)
- Students with Disabilities (44.4% Chronically Absent, Increased 4.2%, n= 72)
- Hispanic (35.9.% Chronically Absent, Increased 1.4%, n= 156)
- White (20.6% Chronically Absent, Maintained -0.3%)

San Martin/Gwinn Environmental Science Academy
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a., 1.2.b., 1.2.d.
- Students with Disabilities (115.6 Points Below Standard, Declined 10.9 points, n= 65)
Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g., 1.2.a., 1.2.b., 1.2.d.
- English Learners (116.2 Points Below Standard, Declined 2.6 points, N= 202)
- Students with Disabilities (153.1 Points Below Standard, Declined 16 points, n= 65)
Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- English Learners (6.1% Suspended at Least One Day, Increased 1.6%, n= 293)
- Homeless (9.3% Suspended at Least One Day, Increased 1.9%, n= 140)
- Socioeconomically Disadvantaged (6.7% Suspended at Least One Day, Increased 1.9%, n= 461)

- Students with Disabilities (7.3% Suspended at Least One Day, Increased 2.6%, n= 109)

Britton Middle School
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.
- English Learners (115 Points Below Standard, Declined 36.2 points, n= 147)
- Homeless (112.2 Points Below Standard, Declined 27.5 points, n= 52)
- Socioeconomically Disadvantaged (92.2 Points Below Standard, Declined 26.7 points, n= 291)
- Students with Disabilities (148.7 Points Below Standard, Declined 12.5 points, n= 90)
- Hispanic (77.5 Points Below Standard, Declined 18.6 points, n= 357)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.2.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.
- English Learners (148.6 Points Below Standard, Declined 18.7 points, n= 147)
- Socioeconomically Disadvantaged (123.9 Points Below Standard, Declined 8.4 points, n= 290)
- Students with Disabilities (187.7 Points Below Standard, Declined 9.2 points, n= 89)
- Hispanic (107.9 Points Below Standard, Declined 6.3 points, n= 356)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- English Learners (23.1% Suspended at Least One Day, Increased 14%, n= 134)
- Socioeconomically Disadvantaged (19.6% Suspended at Least One Day, Increased 7.6%, n= 326)
- Students with Disabilities (18.1% Suspended at Least One Day, Increased 7.8%, n= 94)
- Hispanic (16.5% Suspended at Least One Day, Increased 7.4%, n= 389)
- White (13.4% Suspended at Least One Day, Increased 5.5%, n= 134)

Martin Murphy Middle School
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.
- English Learners (93 Points Below Standard, Declined 5.6 points, n= 99)
- Homeless (98.8 Points Below Standard, Declined 2.2 points, n= 46)
- Socioeconomically Disadvantaged (73.3 Points Below Standard, Declined 4.2 points, n= 215)
- Students with Disabilities (131.1 Points Below Standard, Declined 18 points, n= 81)
- Hispanic (74 Points Below Standard, Declined 8.8 points, n= 273)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.2.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.
- English Learners (151.7 Points Below Standard, Declined 13.4 points, n= 98)
- Students with Disabilities (179.6 Points Below Standard, Declined 1 point, n= 81)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- English Learners (21.9% Suspended at Least One Day, Increased 2.8%, n= 96)
- Homeless Youth (25.8% Suspended at Least One Day, Increased 10.1%, n= 62)
- Socioeconomically Disadvantaged (19.2% Suspended at Least One Day, Increased 1.6%, n= 261)
- Students with Disabilities (20.6% Suspended at Least One Day, Increased 3.1%, n= 97)
- Hispanic (16.3% Suspended at Least One Day, Increased 2.6%, n= 319)

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.c., 3.0.d., 3.0.e., 3.0.j., 3.0.k., 3.0.o
- English Learners (38.3% Chronically Absent, Increased 3.6%, n= 94)
- Socioeconomically Disadvantaged (43.3% Chronically Absent, Increased 2.6%, n= 256)
- Hispanic (36.3 % Chronically Absent, Increased 3.5%, n= 314)
- Two or More Races (27.0 % Chronically Absent, Increased 0.1%, n= 37)

Live Oak High School
English Learner Progress Indicator (Red - Very Low) - Actions 1.4.a, 1.4.d, 1.4.f, 1.4.f., 1.4.h., 1.4.i
- English Learners (21.7% Making Progress, Declined 25.5%, N = 152)
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.
- Socioeconomically Disadvantaged (50.2 Points Below Standard, Declined 5.2 points, n= 99)
- Hispanic (46.2 Points Below Standard, Declined 23 points, n= 151)
Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.
- Socioeconomically Disadvantaged (144.3 Points Below Standard, Declined 27.8 points, n= 98)
- Hispanic (145.2 Points Below Standard, Declined 38.4 points, n= 150)
Suspension Rate Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b.
- English Learners (20.1% Suspended at Least One Day, Increased 3.9%, n= 194)
- Socioeconomically Disadvantaged (13.3% Suspended at Least One Day, Increased 0.8%, n= 549)
- Students with Disabilities (14.7% Suspended at Least One Day, Increased 0.1%, n= 177)
- Hispanic (10.7% Suspended at Least One Day, Increased 0.1%, n= 786)

Central High School
Graduation Rate Indicator (Red - Low to Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.g., 1.3.h., 1.3.i., 1.3.p.
- Socioeconomically Disadvantaged (63.6% Graduated, Declined 11.4%, n = 55)
- Hispanic (67.9% Graduated, Declined 6%, N = 56)
College Career Indicator (Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.a., 1.3.g., 1.3.h., 1.3.i., 1.3.p
- Hispanic (0% prepared)
- Socioeconomically Disadvantaged (1.8% prepared)

MHUSD recognizes the need for significant improvement in student outcomes. To address this, the district has implemented targeted goals, actions, and metrics that directly address the data's findings. These efforts prioritize supporting student groups scoring in the lowest performance bands. Additionally, some growth areas are highlighted below.

Barrett Elementary saw an overall improvement in math, with notable gains among English Learners, socioeconomically disadvantaged, and Hispanic students, though students with disabilities declined significantly. Los Paseos Elementary made significant improvements in English Learner progress, ELA, and math despite a slight decline for English Learners in math. Nordstrom Elementary exited ATSI with a notable increase in math scores for students with disabilities despite a decline in ELA. San Martin/Gwinn Environmental Science Academy improved in ELA and math overall and for most student groups, though students with disabilities saw a decline. Martin Murphy Middle achieved a significant increase in English Learner progress. Ann Sobrato High showed strong performance in English Learner progress and ELA, with

substantial gains in several student groups, and maintained or improved math across various student groups.

Between the 2022-23 and 2023-24 school years, four Morgan Hill Unified School District (MHUSD) schools exited Additional Targeted Support and Improvement (ATSI) status by improving student outcomes as measured by the California School Dashboard. Ann Sobrato High School enhanced outcomes for English Learners, El Toro Health Science Academy improved outcomes for students identified with two or more races, Jackson Academy of Math and Music saw gains for Asian American students and students with disabilities, and Nordstrom Elementary bettered outcomes for students with disabilities. These schools implemented targeted strategies and supports, reflecting their commitment to equity and excellence in education for their ATSI-identified populations. Despite the challenges, MHUSD's graduation rate is a notable strength, with 92.8% of students graduating. This high graduation rate reflects positively on the MHUSD's efforts to support student persistence and completion of high school.

Reflections: Technical Assistance

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

Differentiated Assistance (DA) is a process designed to provide targeted support and intervention to districts requiring additional assistance to improve student outcomes. Based on the 2023 California Schools Dashboard, MHUSD has been identified for DA in the following areas: African American (Chronic Absenteeism, Suspension), English Learners (Academics, Suspensions), Homeless Youth (Academics, Suspensions), Students with Disabilities (Academics, Suspensions, College/Career). Through the DA process, the MHUSD team completed a needs assessment to identify specific areas of strength and areas needing improvement. This assessment included analyzing student achievement data and survey data.

Root Cause Analyses
The team identified multiple potential causes when conducting a root cause analysis regarding the 26.5% of students who are chronically absent. Some possible factors that contribute to chronic absenteeism include student behaviors leading to suspension, the need for additional staff training on the truancy process, student physical and mental health needs, the student's personal relationship with academics and peers, the need to strengthen family engagement, and the impact of transporting students to school.

When conducting a root cause analysis with respect to 10% of students with disabilities being suspended, multiple potential causes were identified by the team. Some possible factors that contribute to the suspension of students with disabilities include the need to identify other means of correction for discipline, professional development to adjust staff mindset around the abilities of students with disabilities, the need for student training on pro-social skills, increased knowledge of students with disabilities, and more professional development on inclusive practices.

The team identified multiple potential causes of students' inadequate progress in mathematics when conducting a root-cause analysis. Some possible factors that contribute to this lack of progress include the need for professional development in mathematics instruction and structured interventions, as well as the strengthening of student and teacher self-efficacy in mathematics.

Plans to Respond to Root Cause Analyses

Based on the needs assessment, MHUSD has developed improvement plans outlining strategies and actions to address identified areas of improvement. Throughout the implementation of the improvement plan, district data is regularly monitored to track progress and identify any challenges or barriers to success. This monitoring may involve analyzing student data, conducting classroom observations, and reviewing the implementation of instructional strategies.

Plan to Respond to Chronic Absenteeism
To respond to the analysis of chronic absenteeism, MHUSD has implemented initiatives around early identification and intervention, family community and engagement, student support services, incentive programs, professional development, and data-driven decision-making. MHUSD has implemented an early warning system to identify students at risk of chronic absenteeism. This system allows staff to intervene with personalized student and family support plans promptly. MHUSD has also improved the truancy process to be more restorative and intervene with support earlier. MHUSD staff are enhancing outreach efforts to engage families and the community. This involves regular communication with parents about the importance of consistent school attendance and providing resources to help overcome barriers such as transportation and health issues. School sites are also adding communication about attendance to their newsletters, parent meetings, and student conferences. Staff are also increasing the number of home visits to help build positive relationships with families and create a stronger home-to-school connection. MHUSD has increased access to student support services, including counseling and mental health resources. Wellness Counselors, academic counselors, and other community-based partnerships are actively involved in addressing the underlying issues that contribute to absenteeism, such as anxiety, depression, and other social-emotional challenges. MHUSD has introduced incentive programs that recognize and reward students for improved attendance to encourage regular attendance. These programs aim to create a positive school culture that celebrates regular attendance. Staff across the district receive professional development focused on identifying and addressing chronic absenteeism. This training equips teachers, administrators, and support staff with the skills and strategies to support students effectively. The CARE team has created SMART goals to increase attendance for McKinney Vento students and is doing professional development with staff around the needs of this student population. Staff are leveraging data to track attendance patterns and measure the effectiveness of interventions. Regular data reviews allow staff to adjust strategies and ensure they meet students' needs. District staff are meeting with site administration to review data and go over students who are on the "cusp" to help create plans to increase attendance and meet families' areas of need. In addition, staff are meeting with district leadership across departments to increase understanding and leverage their expertise around supporting students' attendance from various viewpoints, including nutrition, transportation, and facilities. Through these targeted efforts, MHUSD is committed to reducing chronic absenteeism and ensuring that all students have the opportunity to succeed academically and thrive within our school community.

Plan to Respond to Suspension
To respond to the suspension analysis, MHUSD has implemented initiatives around restorative practices, positive behavioral interventions and support (PBIS), professional development, student support services, family and community engagement, and data-driven decision-making. MHUSD is implementing restorative justice practices to address the root causes of behavioral issues and promote a positive school climate. These practices focus on repairing harm, building relationships, and fostering community among students and staff. In addition, staff are working with our TK-5 and TK-8 sites to implement the Social Emotional Curriculum that focuses on developing the five Collaborative for Academic, Social, and Emotional Learning (CASEL) developmental competencies. MHUSD enhances PBIS frameworks across all schools. PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. All school sites this year had to be at Universal/Tier 1 in their Tiered Fidelity Inventory (TFI) for PBIS and work with their culture and climate teams on their action plans to reduce referrals and major offenses (suspensions). MHUSD provides ongoing professional

development for staff on effective classroom management, de-escalation techniques, and culturally responsive practices. This training equips teachers and administrators with the skills to handle disciplinary issues constructively. Wellness Counselors and support staff are crucial in addressing students' social-emotional needs. By providing counseling, mentorship, and other support services, staff aim to reduce incidents that lead to suspensions. MHUSD is strengthening partnerships with families and community organizations to create a supportive student network. Engaging families in the disciplinary process and providing them with resources helps address behavioral issues more effectively. MHUSD utilizes data to monitor suspension rates and evaluate the effectiveness of interventions. Regular data reviews enable staff to make informed decisions and adjust strategies to support students better. This year, staff implemented the Multi-Disciplinary Team, Targeted/Tier 3 support for sites to get support for students who have exhibited continued at-risk behaviors or may need a higher level of care/support. Through these initiatives, MHUSD is committed to reducing suspension rates and fostering a safe, inclusive, and supportive learning environment for all students. By addressing disciplinary issues holistically, we aim to enhance student well-being and academic success.

Plan to Respond to Mathematics
To respond to the analysis of students not making adequate gains in mathematics, MHUSD has worked with teachers and leadership at each school level. At the elementary level, two schools have been identified to participate in the P-3 Collaborative Pre-K to 3 Coherence Collaboration (P3CC) during the 2024-25 school year. This collaboration with California Education Partners is a three-year cohort process during which the learnings at the initial two schools will expand to encompass all MHUSD elementary schools. At the middle school level, the District Math Teacher on Special Assignment (TOSA) has conducted a book study on Building Thinking Classrooms in Mathematics supported by facilitated conversations, collaborative planning, and coaching opportunities. At the high school level, the District Math TOSA and District English Language Development TOSA collaborated with the Integrated Math I teachers to identify ways to strengthen access to instruction for students identified as English Learners supported by facilitated conversations, collaborative planning, and classroom visit feedback. At the district-wide level, MHUSD has begun a partnership with the Silicon Valley Mathematics Initiative (SVMI) to learn more about the newly adopted California Mathematics Framework to better understand the best practices in how mathematics should be taught as well as to prepare for an upcoming mathematics curriculum adoption based on the timeline provided by the California Department of Education.

Plan to Respond to English Language Arts
To respond to the analysis of students not making adequate gains in English language arts, MHUSD has worked with teachers and leadership at each school level. Teachers have been trained in content-specific curricula for phonemic and phonological awareness at the elementary level. Elementary teachers also evaluated several supplemental phonics curricula for anticipated 2024-25 school year implementation. The Elementary Reading Intervention Teachers were also trained in multiple intervention strategies and curricula, including Orton-Gillingham and the Unversity of Florida Literacy Institute (UFLI) Toolkit. At the elementary and middle school levels, the transition to iReady Reading has made student data and classroom-based intervention tools more accessible to teachers for a more timely response to students' needs. At the district-wide level, MHUSD has begun a partnership with Greenfield Learning to learn more about the science of reading and the research behind how students learn to read across the TK-12 system to develop a district-wide literacy plan.

Plan to Engage Families and the Community
MHUSD prioritizes support for families with students identified as English Learners (EL) and Socio-economically Disadvantaged (SED) through its Family & Community Engagement (FACE) initiatives. These initiatives aim to bridge gaps in understanding and foster effective partnerships between parents/guardians, the school district, and community partners. Key strategies include collaborating with organizations

like the California Association of Bilingual Educators (CABE), the Parent Institute for Quality Education (PIQE), and local community-based organizations that provide an array of parent education opportunities and services. Bilingual Community Liaisons at each school site will provide outreach and support, focusing on families with students identified as EL and SED. The FACE Center, established in 2023, serves as a central hub offering services such as Parent University, resource fairs, and healthcare services. It aims to provide a welcoming space for families to access support and resources tailored to their needs. The long-term vision for the FACE Center is to expand its services and become a comprehensive hub for fostering connections between families, schools, and the community. Ongoing efforts include providing parent education programs, including English as a Second Language, Basic Computer Literacy, parenting classes, and leadership training, hosting Coffee Chats with the superintendent and site leaders, facilitating Roundtable meetings, and establishing Parent Advisory Committees to gather family input and feedback. These initiatives are designed to empower families, strengthen partnerships, and create a nurturing educational environment where all students can thrive.

Based on ongoing monitoring and evaluation, adjustments to the improvement plans may be made as needed to ensure they remain responsive to the evolving needs of the school community. This iterative process allows schools to refine their strategies and interventions for maximum impact continuously.

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.

Central High School

Support for Identified Schools

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

Central High School offers a supportive and individualized learning environment for students who seek a different path to achieve their academic goals. Central High understands that success looks different for every student, and the school caters to those who may have previously struggled in a traditional comprehensive high school setting. The program is designed for students facing challenges like credit deficiencies, chronic absenteeism, or needing a more personalized educational approach.
Through 1:1 mentoring/coaching, individualized learning plans, and academic and social-emotional counseling, Central provides the structure and stability for student success. The site has a full-time counselor and is served by members of the district's Wellness team. Additionally, Central provides vital interventions to address students' well-being through its PBIS program.
Central High School focuses on attendance, social-emotional well-being, and academic progress to equip students with the tools they need to graduate and pursue their college and career aspirations.
The School Site Council and the English Learner Advisory Committee meet regularly to provide valuable feedback on its programs, services, and the Comprehensive Support and Improvement Plan, ensuring a commitment to continuous improvement.

The District will provide comprehensive support to Central High School in developing its Comprehensive Support and Implementation (CSI) plan. This support will include allocating dedicated resources for planning and implementation, offering expert guidance from district specialists, facilitating collaborative partnerships with community organizations, and providing professional development opportunities for staff. Additionally, the district will leverage data analysis to inform the CSI plan and monitor progress, ensuring that Central High School receives the necessary tools and support to achieve its goals.

Monitoring and Evaluating Effectiveness

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

Central High School is committed to continuous improvement through a data-driven approach. Central High will monitor the effectiveness of its Comprehensive Support and Improvement (CSI) Plan by analyzing the following metrics including: graduation rate, school attendance, credit completion, suspension data, PBIS data, and SEL survey data. These data will be reviewed regularly to evaluate the implementation and make any necessary adjustments by the district office and the site leadership team. Additionally, Central High School's Site Plan for Student Achievement serves as a roadmap, outlining our specific goals, action steps, and additional metrics to improve student outcomes.

The District will provide comprehensive support for CSI implementation through a multi-faceted approach. This includes allocating dedicated resources for professional development, coaching, and mentoring to equip staff with the necessary skills. Additionally, the district will offer technical assistance in data analysis and goal setting and facilitate collaborative planning. The district aims to empower Central High School to effectively implement CSI strategies and achieve improved student outcomes by providing these supports.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Families, Staff and Community Members	MHUSD hosted three Districtwide LCAP Community Forums that took place on November 28, January 30, and March 14. Following a brief presentation, attendees participated in a guided yet collaborative discussion where they provided input to help develop the District's future LCAP goals. Participants provided feedback on their experiences with District programs, services, and supports, identified areas of strength and growth, and ways we can improve. Attendees at these forums included parents, certificated and classified staff, labor partners, and community members. In total, 106 people attended the LCAP Community Forums. Attendees were also encouraged to complete the LCAP online survey. 471 parents, 294 staff, and 19 community-at-large members completed the LCAP online survey.
School Site Councils	The Educational Services Team attended each of the district's thirteen (13) School Site Councils (SSC) to present the LCAP process and solicit their input and feedback on this year's LCAP. School Site Council members were encouraged to provide feedback. The input and feedback from the meetings were compiled and reviewed. parents on the School Site Council attended the presentations about the Local Control and Accountability Plan. School Site Council Members were invited to participate in the LCAP Community Forums and complete the LCAP online survey.

English Learner Advisory Committees	The Educational Services Team attended each of the district's thirteen (13) English Learner Advisory Committee (ELAC) meetings to present in Spanish the LCAP process, goals, and actions and solicit their input and feedback. ELAC members were encouraged to provide feedback. Input and feedback were captured during the meetings and compiled into a district document. ELAC parents attended the presentations about the Local Control and Accountability Plan. ELAC Members were invited to participate in the LCAP Community Forums and complete the LCAP online survey.
District English Learner Advisory Committee	The LCAP was shared with the District English Learner Advisory Committee (DELAC) on December 11, January 29, February 26, March 25, and April 29 for input and feedback. The DELAC comprises members from each school in the district and specific district staff responsible for English Learner programs and services. One of our Trustees serves on the DELAC committee. DELAC members reviewed each current LCAP goal (including actions and metrics) and provided input and feedback into developing the new LCAP goals and actions. Input and feedback were captured during the meetings and compiled into a district document. DELAC members were also encouraged to complete the LCAP online survey. DELAC members provide invaluable input and insights on the needs of our English Learners and strategies for fostering family and community engagement.
District Leadership Team	The district presented the LCAP and administered the LCAP survey to all administrators between November 2023- April 2024. There were four survey completion windows. Administrators were also asked to provide input on LCAP goals and feedback on actions from the current 2023-2024 LCAP.
Students	District and site support staff, including CARE, Wellness, and Academic Counselors, facilitated discussions with students in high school and middle schools on March 3rd, March 7th, May 15th, May 17th, May 29th, and May 30th to evaluate strengths and identify areas for improvement related to LCAP goals. The administration and staff selected diverse students representing their campus communities. 50 high school students and 65 middle school students participated in these discussions. The input and feedback from the meetings were compiled and reviewed. Students were invited to participate in the

	LCAP Community Forums and complete the LCAP online survey. 2,092 students, grades 5-12, completed the LCAP survey.
Certificated and Classified Staff (Including Local Bargaining Units)	Certificated and classified staff were invited to attend the LCAP Community Forums and provide feedback regarding this year's LCAP. Feedback was also solicited through the LCAP survey, which was shared with all certificated and classified staff via various methods, including Parent Square, school bulletins, and the Educational Services Department bimonthly letter sent to all district employees. 294 staff members completed the LCAP online survey.
SELPA Director	SELPA Director met with the LCAP team on April 29, 2024 to review the draft LCAP and provided input and feedback related to students with Disabilities.
District Roundtable	The District Roundtable is a quarterly meeting held at the district office; it is a collaborative meeting that includes Educational Services personnel, the Superintendent, members of the Board, administrators from each school site, and site-elected parents such as school site council members, booster club members, and home and school club members. These meetings aim to update attendees on district developments, gather feedback on challenges and initiatives, discuss the Local Control and Accountability Plan (LCAP), and provide an opportunity for celebrating successes and fostering collaboration among school sites. The Educational Services Team presented the LCAP goals at the Roundtable meetings on October 9th, October 10th, February 13th, and May 14th. The input and feedback from the meetings were compiled and reviewed. Round Table members were invited to participate in the LCAP Community Forums and complete the LCAP online survey.
Administrators	Administrators participated in the District Round Table discussions, attended the LCAP community forums, and participated in the LCAP advisory committee. The input and feedback from the meetings were compiled and reviewed, and they were invited to participate in the online LCAP survey.
Community-Based Organizations	The Educational Services Team attended community-based partner collaborative meetings on March 4th and March 21st to present the LCAP process and solicit their input and feedback on this year's LCAP. Community-based partners in attendance were the Boys and Girls Club, YMCA, Youth Alliance, Santa Clara Behavioral Health, Social Services, The City of Morgan Hill, Discovery Counseling, and

	Rebekah Children's Services. The input and feedback from the meetings were compiled and reviewed. Community-based partners were invited to participate in the LCAP Community Forums and complete the LCAP online survey.
LCAP Advisory Committee (including Local Collective Bargaining Units)	The LCAP Advisory Committee includes students, staff, community members, and parents. The LCAP Advisory Committee is facilitated by the Assistant Superintendent of Educational Services, including district leadership, and has over 40 members representing key educational partner groups, parent leaders, parents of students with disabilities, certificated and classified staff, site administration, and high school student representatives. The LCAP Advisory Committee met via Zoom on January 17, February 13, March 26, April 24, and May 28 to provide input and feedback on the LCAP. The LCAP Advisory Committee reviewed the progress on current LCAP goals/actions (including reviewing the LCAP Mid-Year Update) and accompanying district metrics, reviewed the responses from the online LCAP survey, and provided input into developing the new LCAP goals, actions, and metrics.
Public Comment on the Draft LCAP	The district posted the draft LCAP on the district's website beginning on May 30 and continuing through June 13. This included the public hearing on the LCAP on June 4, 2024. The public had the option of completing a survey form to provide feedback. The survey information was downloaded and placed into a spreadsheet the Educational Services Team reviewed.

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

As stated above, the district solicited input on developing the new LCAP goals, actions, metrics, and investments through a robust set of multiple engagements with various committees and groups, an LCAP input survey with 2876 respondents, and public comments on the posted draft LCAP. These community inputs were carefully reviewed and considered as the new LCAP was drafted.

Some of the key themes that emerged from the survey responses, as well as in the meetings with educational partners, influenced the creation of new, improved, or increased actions include the following:
1. Enhanced Curriculum and Literacy Support: Provide comprehensive professional development, curriculum materials, and additional staffing to support literacy, math alignment, and dual language instruction across TK-12. Implement early literacy initiatives and enhance district-wide prekindergarten and literacy programs, focusing on English learners, foster youth, students with disabilities, and socio-economically disadvantaged students to ensure cohesive and effective education for all.

2. Expanded Program Supports and Targeted Academic Initiatives: Enhance summer and intersession programming, independent study options, and technology support while providing resources for migrant students and site-specific initiatives.

3. Comprehensive Tutoring and Career-Technical Education: Establish comprehensive tutoring supports, college and career readiness resources, and transition programs. More professional development and resources for Career and Technical Education (CTE) and AP Capstone programs are needed to ensure equitable access to all students' advanced academic and career opportunities.

4. Enhanced English Language Development Support: Support math ELD instruction, provide instructional coaching, and lead professional development. Increase staffing and training for EL students, including temporary ELPAC Testing Administrators, stipends for EL Facilitators, and comprehensive ELD curriculum support, ensuring successful reclassification and monitoring of EL students.

5. Inclusive Education and Special Education Support: Develop an Inclusive Framework with a steering committee and enhance support with professional development in behavior de-escalation and crisis intervention for special education staff. Increase staffing and training, adding classified staff for middle school co-teaching, state-funded inclusion teachers, and paraprofessionals for preschool students, ensuring comprehensive support for students with disabilities in academic and behavioral needs.

6. Strengthened Family and Community Engagement: Implement and enhance Bilingual Community Liaisons at each school to support English Learner (EL) students and their families with outreach, interpretation, and translation services. Enhance the Family and Community Engagement Center and the Bilingual Family and Community Engagement Lead to organize activities, provide resources, and foster an inclusive environment. Improve communication and offer educational programs for parents.

7. Enhanced Support, Engagement, and School Climate: Provide more support systems with professional development, mental health services, and social-emotional learning support to address students' needs. Implement restorative practices and crisis intervention. Improve school climate through climate and culture surveys, alternative placements for expelled youth, school safety measures, and collaborative efforts with community organizations to foster engagement, reduce absenteeism, and enhance student well-being.

8. Comprehensive Mental Health and Wellness Support: Establish and enhance wellness centers and spaces supported by professional development, stipends, and materials. Licensed mental health professionals provide school-based support to address social-emotional needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MHUSD analyzed local and state data alongside input from educational partner groups. This process identified areas where student achievement needed improvement, particularly in eliminating disparities based on socioeconomic status, disability, or language proficiency. College and career readiness, especially for different student groups, also emerged as a critical focus area. Goal 1 embodies MHUSD's commitment to equity, inclusion, and high-quality instruction. We will address student needs and achievement through targeted interventions, multi-tiered systems of support, and professional development, as well as ensure consistent program implementation across the district. By prioritizing these readiness outcomes, MHUSD aims to equip all students with the knowledge, skills, and competencies needed to thrive in higher education, future careers, and as active citizens.
(State Priorities 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0.a	Basic Services: Teachers appropriately assigned & fully credentialed	2023-24 Fully Credentialed: 88%			2026-27 Full Credential: 100%	

1.0.b	Basic Services: William's Act Access to Instructional Materials	2023-24 100%			2026-27 100%	
1.0.c	Basic Services: Williams Report - No complaints regarding facilities	2023-24 No complaints			2026-27 No complaints	
1.0.d	Course Access: Student Access to a Broad Course of Study	2023-24 Elementary students with access to VAPA and PE Specials Rotations: 100% Secondary students with access to elective options, including VAPA: 100%			2026-27 100% for both elementary and secondary students	
1.0.e	Pupil Achievement: iReady Reading Assessment Grades K to 8 Overall (iReady Assessment)	2023-24 Diagnostic #3 Mid or Above Grade Level: 33% / 1437 EL: 9% / 81 SWD: 11% / 87 SED: 17% / 306 Latino/Hispanic: 19% White: 35% Two or more: 44% Early On Grade Level: 17% / 771 EL: 9% / 88 SWD: 10% / 82 SED: 15% / 262 Latino/Hispanic: 16% White: 19%			2026-27 Diagnostic #3 Mid or Above Grade Level: 76% Early On Grade Level: 24% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	

		Two or more: 22% One Grade Level Below: 26% / 1150 EL: 32% / 305 SWD: 20% / 159 SED: 30% / 536 Latino/Hispanic: 30% White: 26% Two or more: 20% Two Grade Levels Below: 10% / 424 EL: 16% / 155 SWD: 15% / 120 SED: 13% / 239 Latino/Hispanic: 12% White: 9% Two or more: 5% Three or More Grade Levels Below: 14% / 626 EL: 34% / 320 SWD: 38% / 301 SED: 25% / 438 Latino/Hispanic: 22% White: 11% Two or more: 9%				
1.0.f	Pupil Achievement: iReady Math Assessment Grades K to 8 Overall (iReady Assessment)	2023-24 Diagnostic #3 Mid or Above Grade Level: 22% / 894 EL: 6% / 61 SWD: 10% / 80 SED: 10% / 187 Latino/Hispanic: 12% White: 27% Two or more: 35%			2026-27 Diagnostic #3 Mid or Above Grade Level: 74% Early On Grade Level: 25% One Grade Level Below: 0%	

		Early On Grade Level: 19% / 770 EL: 8% / 76 SWD: 10% / 79 SED: 14% / 251 Latino/Hispanic: 17% White: 20% Two or more: 22% One Grade Level Below: 33% / 1315 students) EL: 28% / 267 SWD: 23% / 186 SED: 31% / 556 Latino/Hispanic: 38% White: 33% Two or more: 29% Two Grade Levels Below: 11% / 454 EL: 14% / 136 SWD: 17% / 134 SED: 12% / 221 Latino/Hispanic: 14% White: 9% Two or more: 7% Three or More Grade Levels Below: 14% / 536 EL: 26% / 244 SWD: 34% / 270 SED: 21% / 378 Latino/Hispanic: 19% White: 10% Two or more: 7%			Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	

1.0.g	Pupil Achievement: NWEA MAP 9-11 Reading and Math Avg RIT Scores by Grade Level	2023-24 Reading Winter Avg RIT Scores 9: 217 10: 220 11: 221 Math Winter Avg RIT Scores 9: 230 10: 234 11: 231 *This data cannot be further disaggregated by student group			Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math - maintain and grow RIT scores to grade level plus 5 9: 233.6 10: 236.21 11: 238.49	
1.0.h	Pupil Achievement: High School High School Graduation Rates (Cohort) Seal of Biliteracy Golden State Seal UC/CSU a-g College Entrance Requirements CTE Pathway Completers (Seniors) UC/CSU a-g Requirements and CTE Pathway Completion (Seniors)	Class of 2023: High School Graduation Rate: 92.8% Seal of Biliteracy: 12.5%* Golden State Seal: 35.5%* UC/CSU a-g College Entrance Requirements: 55.1% CTE Pathway Completers: 42% / 281 UC/CSU a-g Requirements & CTE Completers: 18.8%			2026-27 High School Graduation Rate: 95% Seal of Biliteracy: 25% Golden State Seal: 50% UC/CSU a-g College Entrance Requirements: 65% CTE Pathway Completers: 55%/ 350	

	Metric	Baseline			Desired Outcome for 2026-27	
	College & Career Readiness Indicator College preparedness pursuant to the Early Assessment Program (EAP) (DataQuest; internal data monitoring)	College & Career Readiness Indicator: 51.7% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 58.2% / Math - 30.3% *Internal calculation due to discrepancies in DataQuest			UC/CSU a-g Requirements & CTE Completers: 25% College & Career Readiness Indicator: 70% prepared Early Assessment Program: ELA: 65% and Math: 50%	
1.0.i	Implementation of State Standards Curriculum: Adopted Curriculum Aligns with State Standards Instruction & Professional Learning: District-wide professional development days	2023-24 Curriculum: Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days			2026-27 Curriculum: Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.0.a	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of the TK-12 Comprehensive Literacy Plan to build capacity and improve student learning and achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$49,325.00	Yes
1.0.b	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of TK-12 Math Alignment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$37,990.00	Yes

	student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).			
1.0.c	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of the TK-12 DLI Program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g. CABE professional development, etc.). (LCFF Supplemental)	$25,800.00	Yes
1.0.d	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students with Disabilities (Differentiated Assistance - Academics).	Maintenance of instructional materials, supplies, and program licenses for the base instructional program (Restricted Lottery)	$400,000.00	No
1.0.e	District-wide Assessments - Provide assessment tools for instructional	Maintenance of materials, supplies, and program licenses for the districtwide assessment program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	$320,209.81	Yes

	staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	(e.g., iReady, Literably, ESGI, DRDP, Pear Assessment, NWEA MAP, etc.). (Restricted Lottery and LCFF Supplemental)		
1.0.f	Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Contracts, programs, licensing, and extra hours related to implementing the Independent Study Program to support students who need an alternate instructional pathway to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Edmentum, Cyber High, etc.). (LCFF Supplemental)	$310,715.00	Yes
1.0.g	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	Program supports, services, and staffing to meet the needs of students identified as migrant (2.0 FTE). (Migrant Funding)	$173,600.00	No
1.0.h	Academic Achievement - Collaborate with school sites in implementing the district goals to	Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups through teacher stipends, extra hours, and release time for collaboration; additional staffing for small group instruction; providing additional resources and support to strengthen Universal/Tier I and Targeted/Tier II instruction; and supplemental instructional materials to ensure equitable support to improve	$586,368.08	Yes

	improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)		
1.0.i	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Expanded programming to meet the needs of unduplicated students, including, but not limited summer school programming and intersession programming, focusing on students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)	$384,532.00	No
1.0.j	Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Technology Teacher on Special Assignment to support district technology and innovation, provide instructional coaching, and lead district-level professional development to improve access and digital equity for English Learners, Foster Youth, and Socioeconomically Disadvantaged students access to resources and programs. (Technology Funding)	$175,857.73	No
1.0.k	Inventory Control - Ensure maintenance of and equitable access to instructional resources at all	Licenses and materials for library and instructional materials Inventory Control Program at the district office and all sites (e.g., Destiny/Follett Library System, Barcodes for non-consumables, etc.). (Restricted Lottery)	$55,130.00	No

	school sites for all students and staff.			
1.0.l	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	School digital device security software enables safe and monitored student digital equipment use at all sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Go Guardian, Lightspeed, etc.). (LCFF Supplemental)	$74,767.00	Yes
1.0.m	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Data monitoring tools to provide student academic and performance data school and district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., DataZone, etc.). (LCFF Supplemental)	$35,999.50	Yes
1.0.n	Curriculum and Assessment Professional Development - Provide professional development to instructional staff	Professional development, release time, extra hours, and materials related to district curriculum and assessment tools to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., iReady, SBAC, instructional coaching, etc.). (LCFF Supplemental).	$87,917.00	Yes

	related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).			
1.0.o	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Access to a California Commission on Teacher Credentialing-accredited Induction program for new teachers, including two Induction Mentors and related materials to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Santa Cruz/Silicon Valley New Teacher Project). (LCFF Base and Supplemental).	$44,615.00	Yes
1.0.p	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiat	Professional development, release time, stipends, materials, and extra hours related to ongoing district-level professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., New Teacher Orientation, professional development with district TOSAs, etc.). (LCFF Supplemental)	$78,372.00	Yes

	ed Assistance - Academics)			
1.0.q	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Monitor the implementation and effectiveness of district programs, including professional development and classified staffing for equity initiatives to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students (2.0 FTE). (LCFF Supplemental)	$163,063.44	Yes
1.0.r	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Professional development, release time, stipends, materials, program licensing, and extra hours related to the supplemental instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Snap & Read, Gizmos, Positive Prevention Plus, etc.). (Restricted Lottery and LCFF Supplemental)	$57,110.00	Yes
1.0.s	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to	Curriculum, professional development, books, supplies, and release time for implementing the MHUSD VAPA Plan. Professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$25,000.00	Yes

	improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)			
1.0.t	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Professional development, release time, stipends, materials, and extra hours related to develop and refine the districtwide Multi-Tiered Systems of Support Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$12,500.00	Yes
1.0.u	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Utilize a portion of existing staff time, equivalent to hiring 8 employees based on the district's current salary schedule, to analyze student data to support district and school educational partners to make data-driven decisions, personalize learning, identify at-risk students early, enhance curriculum, allocate resources efficiently, and drive continuous improvement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 1.1	Elementary Academics: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged	Focus 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.

MHUSD aimed to improve literacy and math proficiency for all elementary students, focusing on closing the opportunity gap for specific student groups in response to state and local data indicating disparities in academic achievement among different student populations. The data shows that historically marginalized or disadvantaged students face barriers that limit their access to high-quality instruction, rigorous curriculum, effective interventions, and other factors that support academic success. Closing the opportunity gap requires targeted efforts to provide these students equitable access to the resources and support they need to thrive academically. By specifically targeting English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, MHUSD acknowledges that these student populations face unique challenges that may contribute to lower academic achievement. These challenges may include language barriers, learning disabilities, housing instability, and lack of access to resources outside of school. By focusing on these specific student groups, MHUSD aims to address their unique needs and provide targeted support to help them succeed academically.

Through analysis of the 2022-23 SBAC/CAASPP data, the percentage of students meeting or exceeding standards in ELA and Math varied across third, fourth, and fifth grades. For ELA, third grade overall was at 36.77%, fourth grade at 40.71%, and fifth grade at 47.74%, with English Learners (EL) consistently performing higher than the overall percentage. In Math, third grade had 40.29% meeting or exceeding standards, fourth grade had 41.20%, and fifth grade had a lower rate at 31.43%, again with EL students often outperforming the overall percentages. Students with Disabilities (SWD) and Homeless Youth (HY) generally had lower performance across subjects and grades.

In the 2023-24 school year, Diagnostic #3 Reading results indicate that overall student performance decreases from Kindergarten to Fifth grade. Kindergarten had the highest percentage of students meeting reading standards at 76%, while Fifth grade had the lowest at 40%. English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students consistently performed below their grade-level peers across all grades, with EL students showing the most significant gaps, especially in higher grades. This trend highlights the need for targeted support for these student groups to improve reading proficiency. In the 2023-24 school year, Diagnostic #3 Math results show fluctuating performance across grades. Kindergarten had the highest percentage of students meeting math standards at 59%, with Students with Disabilities (SWD) also at 59%. First grade decreased by 41% overall, and second grade mirrored this at 42%

overall. Third, fourth, and fifth grades demonstrated similar percentages, with 45%, 48%, and 46% overall, respectively. English Learners (EL) consistently showed lower percentages across all grades, indicating a need for targeted support in math proficiency.

Literacy and math proficiency are foundational skills that are critical for academic success across all subject areas. By focusing on improving proficiency in these areas, MHUSD aims to ensure that all elementary students are equipped with the skills and knowledge they need to succeed in school and beyond. This includes providing high-quality instruction, targeted interventions, and additional support as needed to help students reach proficiency benchmarks.

Overall, the goal reflects a commitment to equity, inclusion, and excellence in education, driven by a data-driven understanding of the unique needs and challenges facing elementary students, particularly those from historically marginalized or disadvantaged backgrounds. By addressing these needs and closing the opportunity gap, MHUSD aims to create a more equitable and supportive learning environment where all students can achieve their full potential. (State Priorities: 2, 4, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 3-5 (SBAC Test Results at a Glance)	2022-23 ELA - met/exceeded standards Third Grade Overall: 36.77% EL: 41.11% SWD: 8.20% HY: 10.87% SED: 18.33% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 2.7% Latino/Hispanic: 22.78% White: 53.73% Two or more: 56.14% Fourth Grade			2025-26 ELA 3: 45% 4: 50% 5: 60% Math 3: 50% 4: 50% 5: 40% Including all student groups and dually identified students Latino/Hispanic: 45% White: 70%	

| | | Overall: 40.71%
EL: 44.83%
SWD: 17.57%
HY: 21.42%
SED: 25.00%
SWD/EL: 4.5%
SWD/FY: No data available*
SWD/SED: 0%
Latino/Hispanic: 25.52%
White: 61.32%
Two or more: 51.02%

Fifth Grade
Overall: 47.74%
EL: 53.48%
SWD: 16.88%
HY: 30.00%
SED: 29.96%
SWD/EL: 13.3%
SWD/FY: No data available*
SWD/SED: 8%
Latino/Hispanic: 37.16%
White: 60.69%
Two or more: 60%

Math - met/exceeded standards
Third Grade
Overall: 40.29%
EL: 49.05%
SWD: 8.20%
HY: 17.02%
SED: 21.20%
SWD/EL: 0% | | | Two or more: 70% | |

		SWD/FY: No data available* SWD/SED: 5% Latino/Hispanic: 24.83% White: 56.39% Two or more: 66.66% Fourth Grade Overall: 41.20% EL: 46.46% SWD: 17.57% HY: 17.14% SED: 21.93% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 0% Latino/Hispanic: 25.43% White: 64.97% Two or more: 57.14% Fifth Grade Overall: 31.43% EL: 36.41% SWD: 14.28% HY: 11.43% SED: 14.98% SWD/EL: 7% SWD/FY: No data available* SWD/SED: 2.6% Latino/Hispanic: 19.39% White: 46.53% Two or more: 33.33%				

		*In order to protect student privacy, data is suppressed by the CDE because fewer than 11 students tested				
1.1.b	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 5 (SBAC Test Results at a Glance)	2022-23 CAST: met/exceeded standards 5: 31.20% EL: 3.53% SWD: 7.89% HY: 15.94% SED: 15.91%			2025-26 5: 45% Including all student groups	
1.1.c	Pupil Achievement: California Spanish Assessment (CSA): Grades 3-5 (SBAC Test Results at a Glance)	2022-23 4th Grade: 443.5 Mean Scale Score			2025-26 4th Grade: 460 Mean Scale Score	
1.1.d	Pupil Achievement: iReady Reading Assessment: Grades K-5 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Reading Kindergarten Overall: 76% / 374 students EL: 53% / 48 SWD: 54% / 26 SED: 68% / 115 Latino/Hispanic: 64% White: 76% Two or more: 91% First Grade			2026-27 Diagnostic #3 Results Reading The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 10% annually and (2) student groups will increase by 20% annually.	

		Overall: 54% / 289 students EL: 23% / 26 SWD: 32% / 18 SED: 38% / 72 Latino/Hispanic: 42% White: 52% Two or more: 68% Second Grade Overall: 54% / 274 students EL: 16% / 18 SWD: 25% / 25 SED: 36% / 67 Latino/Hispanic: 40% White: 61% Two or more: 72% Third Grade Overall: 57% / 321 students EL: 30% / 35 SWD: 25% / 25 SED: 38% / 72 Latino/Hispanic: 41% White: 58% Two or more: 68% Fourth Grade Overall: 47% / 259 students EL: 13% / 17 SWD: 20% / 19 SED: 30% / 66 Latino/Hispanic: 31% White: 49% Two or more: 73%			Kindergarten Overall: 96% EL: 100% SWD: 100% SED: 100% First Grade Overall: 86% EL: 83% SWD: 92% SED: 98% Second Grade Overall: 84% EL: 76% SWD: 85% SED: 96% Third Grade Overall: 87% EL: 90% SWD: 85% SED: 98% Fourth Grade Overall: 77% EL: 73% SWD: 80% SED: 90% Fifth Grade Overall: 70% EL: 65% SWD: 78% SED: 83%	

		Fifth Grade Overall: 40% / 204 students EL: 5% / 5 SWD: 18% / 17 SED: 23% / 42 Latino/Hispanic: 24% White: 48% Two or more: 51% Grades K-5 Dually Identified Students: SWD/EL: 8% SWD/FY: No data available SWD/SED: 11%			Grades K-5 Dually Identified Students: SWD/EL: 68% SWD/FY: No data available SWD/SED: 71% Latino/Hispanic: 65% White: 80% Two or more: 80%	
1.1.e	Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Math Kindergarten Overall: 59% / 277 students EL: 40% / 33 SWD: 49% / 24 SED: 45% / 72 First Grade Overall: 41% / 220 students EL: 23% / 25 SWD: 30% / 16 SED: 28% / 52 Second Grade Overall: 42% / 213 students EL: 12%/ 14			2026-27 Diagnostic #3 Results Math The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 10% annually and (2) student groups will increase by 20% annually. Kindergarten Overall: 100% EL: 100% SWD: 100% SED: 100%	

		SWD: 22% / 18 SED: 24% / 45 Third Grade Overall: 45% / 248 students EL: 27% / 31 SWD: 14% / 14 SED: 27% / 54 Fourth Grade Overall: 48% / 263 students EL: 21% / 26 SWD: 18% / 17 SED: 31% / 68 Fifth Grade Overall: 46% / 236 students EL: 13% / 13 SWD: 25% / 23 SED: 30% / 56 Grades K-5 Dually Identified Students: SWD/EL: 9% SWD/FY: No data available SWD/SED: 10%			First Grade Overall: 71% EL: 83% SWD: 90% SED: 88% Second Grade Overall: 72% EL: 72% SWD: 82% SED: 84% Third Grade Overall: 75% EL: 87% SWD: 74% SED: 87% Fourth Grade Overall: 78% EL: 81% SWD: 78% SED: 91% Fifth Grade Overall: 76% EL: 73% SWD: 85% SED: 90% Grades K-5 Dually Identified Students: SWD/EL: 50% SWD/FY: No data available SWD/SED: 50%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1.a	K-2 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated	Curriculum materials, professional development, release time, and extra hours related to implementing early literacy initiatives in grades K-2 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Restricted Lottery & LCFF Supplemental)	$218,660.00	Yes

	Assistance and CA Dashboard - Academics).			
1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Provide one reading intervention teacher to each elementary/TK-8 school site to provide strategic reading intervention to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (8 FTE) (LCFF Supplemental)	$1,204,924.64	Yes
1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through	Bilingual (Spanish) paraprofessional staff to support EL, FY, and SED students in reading and math intervention grades K-5 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (3 at 0.75 FTE each) (LCFF Supplemental)	$148,951.30	Yes

	Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)			
1.1.d	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	Paraprofessional staff to support students in reading intervention grades K-5 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (8 at 0.75 FTE) (LCFF Supplemental)	$362,655.90	Yes

	(Differentiated Assistance and CA School Dashboard - Academics).			
1.1.e	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Professional development, release time, cost of materials, and extra hours related to the development and enhancement of the reading intervention program to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$1,575.00	Yes
1.1.f	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school	Professional development, release time, extra hours, and materials related to the development and maintenance of a district-wide voluntary, supplemental reading incentive program to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (e.g., Battle of the Books). (LCFF Supplemental)	$1,000.00	Yes

	libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).			
1.1.g	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Professional development, release time, extra hours, membership fees, and travel expenses for enhancing mathematics instruction in grades TK-5 to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (e.g., Silicon Valley Mathematics Initiative, P-3 Math Collaborative with Education Partners, etc.). (LCFF Supplemental)	$35,772.09	Yes
1.1.h	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as	Professional development, extra hours, curriculum, and materials for maintaining the Elementary Specials (Visual and Performing Arts (VAPA) and Physical Education) programs to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$10,000.00	Yes

	providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)			
1.1.i	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	Professional development, release time, and extra hours related to the development and implementation of a Universal Prekindergarten/Preschool through Third Grade alignment plan. (UPK Grant)	$9,330.00	No
1.1.j	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children	Professional development, release time, and extra hours related to meeting the needs of students in Universal Prekindergarten/Universal Transitional Kindergarten (e.g., California Preschool Instructional Network (CPIN), Desired Results Developmental Profile (DRDP), Teaching Pyramid, Inclusion Collaborative, etc.). (UPK Grant)	$157,500.00	No

	enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.			
1.1.k	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	Maintenance of materials, supplies, and program licenses for the base assessment program (e.g., Learning Genie/DRDP platform, ASQ3 TK & Kinder, etc.). (UPK Grant)	$51,585.00	No
1.1.l	UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.	Maintenance of instructional materials, supplies, and program licenses for the base UPK/UTK instructional program. (UPK Grant)	$51,585.00	No
1.1.m	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically	Elementary Literacy Teacher on Special Assignment to support literacy instruction, provide instructional coaching, and lead district-level professional development to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged. (LCFF Supplemental)	$166,262.79	Yes

	Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)			
1.1.n	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Provide one College Career Media Technician to each elementary/TK-8 site support students with access to supplemental literacy materials in grades TK-8 to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged (8 at 0.65 FTE). (LCFF Supplemental)	$313,853.49	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 1.2	Middle School Academics: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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.

MHUSD has established a goal to foster a supportive learning environment and a strong sense of community for all middle school students. This initiative is driven by the need to offer an equitable, rigorous, and culturally responsive curriculum, as state and local data show significant disparities in academic achievement and opportunities across different student demographics.

In the 2022-23 academic year, both ELA and Math SBAC/CAASPP performance varied across sixth, seventh, and eighth grades. ELA proficiency ranged from 34.2% to 40.83%, with slight variations in the performance of English Learners (EL). Math proficiency followed a similar pattern, with percentages ranging from 25.40% to 29.16%, and again, EL students showed lower proficiency than their peers across all grades. These results underscore the need for targeted support, particularly for EL students, to improve overall academic achievement.

The 2023-24 iReady Diagnostic #3 results indicate that sixth graders performed the best in reading and math, with 42% and 40% proficiency, respectively. Seventh graders showed the lowest proficiency in both subjects, with 33% reading and 31% math. Among subgroups, English Learners (EL) had higher math proficiency in sixth grade (10%) than in reading (7%), while eighth graders had the lowest proficiency across both subjects for EL students. Students with Disabilities (SWD) in seventh grade exhibited higher reading proficiency (20%) than math (13%), differing from other grades. Socioeconomically Disadvantaged (SED) sixth-grade students had the highest proficiency in both subjects, whereas seventh-graders in this subgroup had the lowest.

The data shows that middle school students' academic performance varies widely based on race, socioeconomic status, language proficiency, disability status, and housing stability. Student groups, including English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, encounter substantial challenges that hinder their academic progress. These

students often face barriers restricting access to rigorous and culturally relevant curricula, academic enrichment programs, extracurricular activities, and social-emotional support, particularly affecting historically marginalized or disadvantaged students.

MHUSD is committed to providing equitable access to the necessary resources and support systems to help all students academically and personally thrive. By tailoring its approach to meet the needs of specific student groups such as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, MHUSD acknowledges the unique challenges these students face. The district is committed to providing the additional support and resources necessary to address these challenges, fostering a more inclusive and supportive learning environment.

Ultimately, MHUSD's goal reflects its dedication to equity, inclusion, and educational excellence. This goal is informed by a data-driven understanding of middle school students' unique needs and challenges, particularly those from historically marginalized or disadvantaged backgrounds. By addressing these needs and closing the opportunity gap, MHUSD aspires to create a learning environment where every student can achieve academic success and experience personal growth. (State Priorities: 4, 5, 7, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 6-8 (CA School Dashboard)	2022-23 ELA - met/exceeded standards Sixth Grade Overall: 34.2% EL: 3.41% SWD: 4.55% HY: 8.00% SED: 14.67% Latino/Hispanic: 23.91% Seventh Grade Overall: 40.83% EL: 4.04% SWD: 7.25% HY: 17.65% SED: 22.09%			2025-26 ELA 6: 50% 7: 55% 8: 55% Math 6: 50% 7: 50% 8: 50% Including all student groups	

| | | Latino/Hispanic: 26.21%

Eighth Grade
Overall: 39.30%
EL: 3.41%
SWD: 5.33%
HY: 14.00%
SED: 25.19%
Latino/Hispanic: 24%

Math - met/exceeded standards
Sixth Grade
Overall: 25.40%
EL: 2.27%
SWD: 4.76%
HY: 5.88%
SED: 10.72%
Latino/Hispanic: 15.59%

Seventh Grade
Overall: 29.16%
EL: 5.05%
SWD: 4.48%
HY: 15.69%
SED: 13.83%
Latino/Hispanic: 17.52%

Eighth Grade
Overall: 27.92%
EL: 1.16%
SWD: 0.00%
HY: 3.92%
SED: 15.53%
Latino/Hispanic: 15.13% | | | | |

1.2.b	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 8 (CA School Dashboard)	2022-23 CAST: met/exceeded standards 8th Grade Overall: 30.57% EL: 0% SWD: 5.4% HY: 8% SED: 16.7%			2025-26 8: 50% Including all student groups	
1.2.c	Pupil Achievement: California Spanish Assessment (CSA): Grades 6-8 (CA School Dashboard)	2022-23 7th Grade:739.3 Mean Scale Score			2025-26 7th Grade: 760 Mean Scale Score	
1.2.d	Student Outcomes: Integrated Math I Preparedness: Grade 8 Students Prepared for Integrated Math I in High School (iReady Assessment)	2023-24 IM1 Preparedness 8th: 33% (166 students)			2026-27 IM1 Preparedness will increase by 10% annually. 8: 60%	
1.2.e	Pupil Achievement: iReady Reading Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Reading Sixth Grade Overall: 42% / 193 students EL: 7% / 5 SWD: 16% / 11 SED: 25% / 39 Latino/Hispanic: 30%			2026-27 Diagnostic #3 Results Reading The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above.	

| | | Seventh Grade
Overall: 33% / 115 students
EL: 4% / 3
SWD: 20% / 12
SED: 16% / 16
Latino/Hispanic: 26%

Eighth Grade
Overall: 38% / 201 students
EL: 5% / 3
SWD: 19% / 19
SED: 22% / 41
Latino/Hispanic: 25% | | | The two goals for Spring 2027 are
(1) that the Overall rate of students at or above grade level will increase by 15% annually and

(2) student groups will increase by 20% annually.

Sixth Grade
Overall: 87%
EL: 67%
SWD: 76%
SED: 85%
Latino/Hispanic: 75%

Seventh Grade
Overall: 78%
EL: 64%
SWD: 80%
SED: 76%
Latino/Hispanic: 71%

Eighth Grade
Overall: 83%
EL: 65%
SWD: 79%
SED: 82%
Latino/Hispanic: 70% | |
| 1.2.f | Pupil Achievement: | 2023-24 | | | 2026-27 | |

| | iReady Math Assessment: Grades 6-8 Grade Level or Above (iReady Assessment) | Diagnostic #3 Results Math

Sixth Grade
Overall: 40% / 217 students
EL: 10% / 10
SWD: 20% / 17
SED: 25% / 47

Seventh Grade
Overall: 31% / 155 students
EL: 7% / 7
SWD: 13% / 11
SED: 16% / 26

Eighth Grade
Overall: 33% / 166 students
EL: 5% / 3
SWD: 17% / 17
SED: 20% / 36 | | | Diagnostic #3 Results Math

The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above.

The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 15% annually and

(2) student groups will increase by 20% annually.

Sixth Grade
Overall: 85%
EL: 67%
SWD: 76%
SED: 85%

Seventh Grade
Overall: 76%
EL: 67%
SWD: 73%
SED: 76%

Eighth Grade
Overall: 78%
EL: 65% | |

					SWD: 77% SED: 80%	
1.2.g	Student Engagement: Middle School (6-8) Student Responses: % Agree/Strong Agree I go to class prepared I care about my school My school prepares students for high school success My school teachers students about the importance of middle school grades for a-g readiness My school offers challenging classes Instruction at school is rigorous and inclusive of diverse learners Instruction at school is engaging/fun and interesting (LCAP Student Survey)	Middle School (6-8) Student Engagement: Student Responses I go to class prepared: 79% I care about my school: 62% My school prepares students for high school success: 61% My school teachers students about the importance of middle school grades for a-g readiness: 56% My school offers challenging classes: 47% Instruction at school is rigorous and inclusive of diverse learners: 52% Instruction at school is engaging/fun and interesting: 34% Note: 668 students in grades 6-8 answered			Middle School (6-8) Student Engagement: Student Responses I go to class prepared: 90% I care about my school: 85% My school prepares students for high school success: 90% My school teachers students about the importance of middle school grades for a-g readiness: 90% My school offers challenging classes: 60% Instruction at school is rigorous and inclusive of diverse learners: 70%	

		Note: n=668 student responses in grades 6-8 with1686 total students in those grades districtwide. A total of 2092 student responses for 23-24 (grades 5-12)			Instruction at school is engaging/fun and interesting: 70%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.2.a	Math TOSA - Provide targeted professional	Math Teacher on Special Assignment to support mathematics instruction, provide instructional coaching, and lead district-level professional	$153,675.55	Yes

		development to improve access to resources and programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)		
1.2.b	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	AVID (Advance Via Individual Determination) elective course offering in the middle school (6th-8th) to support English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. Includes professional development, release time, extra hours/stipends, curriculum, and materials. (LCFF Supplemental)	$33,000.00	Yes
1.2.c	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English	Academic mentoring, college and career counseling, and support for grades 6-8 for Efor English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$10,000.00	Yes

	Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)			
1.2.d	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated	College and Career Readiness for grades 6-8 such as providing resources and programs to prepare students and parents for college and career pathways, including financial education, classes, workshops, transportation, academic counselor preparedness, etc. for students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$20,000.00	Yes

	Assistance - Academics)			
1.2.e	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	Summer 6th Grade Connection Program stipends and materials to support incoming 6th graders with an emphasis in supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)	$15,000.00	No
1.2.f	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and social emotional growth. There is no cost for this action. (California Department of Education)	$0.00	No

1.2.g	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	Middle School Counselors to implement counseling programs and services and collaborate with staff and families to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (4.0 FTE). (LCFF Supplemental).	$537,064.90	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 1.3	High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Transitioning from middle to high school is a critical juncture where students may face challenges that could impact their likelihood of graduating on time. By focusing on this transition period, MHUSD aims to ensure that students successfully navigate the transition and remain on track to graduate, thereby increasing overall graduation rates. High school is a foundational period for students to explore various academic and career pathways that align with their interests and aspirations. By providing comprehensive support during the transition, MHUSD seeks to equip students with the necessary knowledge, skills, and resources to make informed decisions about their post-secondary education and career goals. Career and Technical Education (CTE) programs offer students opportunities to gain hands-on experience and skills relevant to high-demand industries. MHUSD aims to increase CTE completion rates and prepare students for success in the workforce or further education by supporting students' transition to high school and facilitating their participation in CTE programs. Attainment of post-secondary credentials, such as college degrees, industry certifications, or vocational training, is increasingly important for students' long-term success in today's competitive job market. MHUSD aims to lay a strong foundation for students' post-secondary success by providing the necessary support and resources to pursue and complete post-secondary education and training programs by focusing on the transition from middle to high school.

In the 2022-23 academic year, 11th-grade ELA CAASPP proficiency stood at 58.2%, with notably lower percentages for English Learners (EL) at 7.04%. Similarly, 11th-grade CAASPP performance in Math was 30.4%, with EL students showing the lowest proficiency at 1.41%. Students with disabilities (SWD), socioeconomically disadvantaged (SED), and homeless youth (HY) also demonstrated lower proficiency rates compared to the overall percentages in both subjects, highlighting the need for targeted support to address disparities in academic achievement among these student groups. For the Class of 2023, 55.1% of graduates successfully completed courses meeting UC/CSU a-g university entrance requirements, comprising 365 students. Notably, English Learners (EL) accounted for 17% of completions, Students with Disabilities (SWD) comprised 11.3%, Socioeconomically Disadvantaged (SED) represented 35.1%, and Homeless Youth (HY) constituted 32.7%. These percentages underscore the achievement gaps among student groups and emphasize the importance of equitable access to resources and support to ensure all students can pursue higher education opportunities. In the first semester of the Class of 2027, 70.6% of freshmen were on track, totaling 441 students, while 29.3% were off track, comprising 183 students. A significant portion, 53.2% or 332

students, were A-G eligible, and 33% or 206 students were deemed college-ready based on their progress. These statistics provide insights into the initial academic trajectory of the freshman class, highlighting areas for targeted support and intervention to ensure continued success throughout their high school journey.

The goal is aligned with the California Dashboard and local indicators of student success, indicating that MHUSD is committed to meeting state and local accountability standards. By addressing key transition-related outcomes such as graduation rates, college and career readiness, and CTE completion, MHUSD seeks to demonstrate progress and achievement in accordance with these accountability measures. Overall, the development of this goal reflects the MHUSD's commitment to supporting students' successful transition from middle to high school and ensuring that they are well-prepared for future academic, career, and life opportunities. By focusing on key transition-related outcomes and aligning with state and local accountability measures, MHUSD aims to promote student success and attainment across various domains. (State Priorities: 4, 7, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3.a	Pupil Achievement: High School Graduation Rates (Cohort/DataQuest)	Class of 2023 Overall: 92.8% / 616 students EL: 80.3% / 53 SWD: 78.5% / 62 SED: 86.5% / 262 HY: 81.3% / 52 Latino/Hispanic: 88.8% / 301			Graduation Rate Target: Overall: 95% EL: 95% SWD: 95% SED: 95% HY: 95% Latino/Hispanic: 95%	
1.3.b	Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (Cohort/DataQuest)	Class of 2023 Overall: 55.1% / 365 students EL: 17% / 9 SWD: 11.3% / 7 SED: 35.1% / 92 HY: 32.7% / 17 Latino/Hispanic: 39.5% / 119			Meeting UC/CSU a-g university entrance requirements: 65% EL: 35% SWD: 35% SED: 50% HY: 50%	

					Latino/Hispanic: 55%	
1.3.c	Pupil Achievement: Graduates who have successfully completed both requirements for UC/CSU a-g and CTE pathway requirements (CA School Dashboard)	Class of 2023: 18.8% EL: 4.2% SED: 12.3% SWD: 0% Latino/Hispanic: 13.5%			Meeting requirements for UC/CSU a-g and CTE pathway requirements 25% EL: 20% SED: 20% SWD: 20% Latino/Hispanic: 25%	
1.3.d	Pupil Achievement: Graduates who have successfully completed a CTE pathway in high school (CALPADS)	Class of 2023: All: 281 students / 42% EL: 16 students SWD: 61 students HY: 15 students SED: 75 students Latino/Hispanic: 81 students			Target CTE Completers: All Students: 350 / 52% and a 10% increase across all student groups	
1.3.e	Pupil Achievement: Graduates who have successfully completed the requirements for a Seal of Biliteracy (DataQuest)	Class of 2023: 12.5%* EL: 3.8% SED: 8.4% *Internal calculation due to discrepancies in DataQuest			Completing the requirements for a Seal of Biliteracy inclusive of student groups: 25%	
1.3.f	Pupil Achievement: Graduates who have successfully completed the requirements for a Golden State Seal	Class of 2023: 35.5%*			Completing the requirements for a Golden State Seal: 50%	

	(DataQuest)	*Internal calculation due to discrepancies in DataQuest				
1.3.g	Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment (Aeries SIS; DataZone)	2023-24 CTE Enrollment: 1701 students / 65% EL: 147 SWD: 254 SED: 161 AP Enrollment: 1203 students / 46% EL: 29 SWD: 21 SED: 64 Dual Enrollment: 154 students / 6% EL: 7 SWD: 16 SED: 12			Continue to grow enrollment in CTE and advanced coursework CTE Enrollment: 2000 AP Enrollment: 1300 Dual Enrollment: 600 Increases in students overall including student groups will see at least a 5% increase in enrollment in these programs.	
1.3.h	Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher (College Board)	2022-23 Students taking AP exams: 960 students Percent passed with a 3 or higher: 56.1% (all) EL Passed: 50% / 3 students SED Passed: 46% / 15 passed			Continue to grow enrollment in AP exam registration and AP exam pass rate Students taking AP exams: 1200 students Percent passed with a 3 or higher: 65% EL: 65% SED: 60%	

1.3.i	Student Outcomes: 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 62.1% / 284 passed IM 1 with a C or better EL: 28.6% / 16 passed IM 1 with a C or better SED: 44.7% / 21 passed IM 1 with a C or better			Integrated Math pass rate with a C or better: 85% EL: 60% SED: 70%	
1.3.j	Student Outcomes: Freshman on Track On Track - passed all classes with a D or better Off Track - failed at least 1 class A-G Eligible - passed all classes with a C or better College Success - passed all classes with a B or better (Aeries SIS)	2023-24 Semester 1 (Class of 2027) On Track: 70.6% / 441 Off Track: 29.3% / 183 A-G Eligible: 53.2% / 332 College Success: 33% / 206			Freshman on Track On Track: 85% Off Track: 15% A-G Eligible: 70% College Success: 45%	
1.3.k	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grade 11 (CA School Dashboard)	2022-23 ELA - met/exceeded standards 11th Grade Overall: 58.2% EL: 7.04% SWD: 15.59% SED: 36.75% HY: 40.81%			ELA 11: 65% Math 11: 50% Including all student groups	

		Math - met/exceeded standards 11th Grade Overall: 30.4% EL: 1.41% SWD: 3.90% SED: 12.34% HY: 14.29%			
1.3.l	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 11 (CA School Dashboard)	2022-23 Science (CAST) - met/exceeded standards 11th Grade Overall: 40.3% EL: 1.45% SWD: 8.97% SED: 19.57% HY: 25.53%			Science 11: 55% Including all student groups	
1.3.m	Pupil Achievement: SAT ELA and Math Benchmarks	22-23 SAT ELA Benchmarks: District: 93% State: 80% 22-23 SAT Math Benchmarks District: 80% State: 64%			ELA: 95% Math: 90%	
1.3.n	Pupil Achievement: Number of students in grades 10-12 who completed a CTE pathway during the school year	2022-23 299 students in grades 10-12			2025-26 450 students in grades 10-12	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.3.a	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners,	Professional development, release time, extra hours, curriculum, and materials for CTE programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$10,000.00	Yes

	Foster Youth, and Socioeconomically Disadvantaged students.			
1.3.b	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Professional development, release time, extra hours, curriculum, and materials for AP Capstone for students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth. (LCFF Supplemental)	$12,000.00	Yes
1.3.c	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically	Professional development, extra hours, curriculum, and materials for implementing partnership with Equal Opportunity Schools (EOS). For English Learners, Foster Youth, and Socioeconomically Disadvantaged students. EOS provides high schools with actionable data on AP/Dual Enrollment and student perception survey data on access and equity. (LCFF Supplemental)	$30,000.00	Yes

	Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)			
1.3.d	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Freshman on Track Success Program (e.g., materials, supplies, extra hours, stipends, materials and supplies for summer connection program, etc) for English Learners, Socioeconomically Disadvantaged, and Foster Youth. (CYBH Grant and LCFF Supplemental)	$26,575.00	Yes
1.3.e	Freshman Success Coordinators - Support the transition of ninth-grade students by providing	Provide freshmen success goals, student connections, designs, implements, and leads student success programs, establishes benchmarks in collaboration with the success team to monitor progress and more at Live Oak and Sobrato High School with a focus on EL, FY, SED (2.0 FTE). (CYBH Grant)	$140,000.00	No

	academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)			
1.3.f	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated	AVID (Advance Via Individual Determination) elective course offering in the high school grades (9th-12th) to support students identified as English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. Includes professional development, release time, extra hours/stipends, curriculum, and materials. (LCFF Supplemental)	$37,000.00	Yes

	Assistance and CA School Dashboard - Academics)			
1.3.g	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)	Support credit recovery for grades 9-12 and A-G eligibility for students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth (e.g., CyberHigh, Edmentum, etc). (LCFF Supplemental)	$5,000.00	Yes
1.3.h	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English	Academic mentoring, college and career counseling, college application support, financial education for students and parents for grades 9-12 for students identified as English Learners, Foster Youth and Socioeconomically Disadvantaged. (LCFF Supplemental)	$87,000.00	Yes

		Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)			
1.3.i	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services.	Provide professional development for academic counselors to support college and career readiness including transcript review, financial aid workshops, course articulation to college, dual enrollment, etc. for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$5,000.00	Yes	

	(Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)			
1.3.j	Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Post-secondary student enrollment tracking and data support, including 4-year enrollment, 2-year enrollment, and retention rates post-secondary for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(e.g., National Student Clearinghouse Research Center). (LCFF Supplemental)	$5,000.00	Yes
1.3.k	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic preparation, and social activities to build students' confidence and	9th Grade Summer Connection Program - stipends and materials to support incoming 9th graders with an emphasis on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (ELOP Funding)	$15,000.00	No

	readiness for their new school environment. (Differentiated Assistance - Academics)			
1.3.l	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.	CTE program budget: staffing, certifications, Job Shadows, and FFA and Skills USA to support English Learner, Foster Youth, and Socioeconomically Disadvantaged students in CTE participation and achievement. Curriculum and professional development, books, supplies, release time for PD and collaboration. (CTEIG, Perkins, AIG, LCFF Base)	$2,418,856.34	No
1.3.m	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	Academic Counselor for Central High to increase graduation rates and prepare students for college and career. (CSI Funding)	$126,621.00	No

1.3.n	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	Curriculum, materials, and supplies to implement and support the Seal of Biliteracy for English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)	$5,000.00	Yes
1.3.o	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard -	Stipends, curriculum, materials, and supplies to implement the Seal of Civic Engagement for students identified as English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)	$12,330.00	Yes

	Academics, Career and College Readiness)			
1.3.p	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Provide an opportunity for 12th-grade English Learners, Foster Youth, and Socioeconomically Disadvantaged students to visit a local college and engage in a facilitated process to apply to the school, learn about academic and career pathways and financial aid, and meet with college academic counselors. (LCFF Supplemental)	$3,000.00	Yes
1.3.q	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously,	Provide students with the unique opportunity to take community college classes while still in high school on the high school campus with a focus on underrepresented student groups (CCAP Funding)	$29,950.00	No

	providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard - College and Career Readiness)			

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 1.4	Facilitate English Learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.	Focus 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.

MHUSD recognizes the importance of providing equitable opportunities for all students, including English Learners, to succeed academically. By focusing on English Learner success, MHUSD aims to address disparities in educational outcomes and ensure that all students have access to high-quality instruction and resources. MHUSD has legal and ethical obligations to support the academic achievement of English Learners as mandated by federal and state laws, such as the Individuals with Disabilities Education Act (IDEA) and Title III of the Elementary and Secondary Education Act (ESEA). Developing a goal specifically focused on English Learner success demonstrates the MHUSD's commitment to fulfilling these obligations.

MHUSD serves a diverse student population, including linguistically and culturally diverse students. Recognizing that 1 out of 5 students in our District is an English Learner, MHUSD prioritizes initiatives to support language development and academic success. During the 2023 school year, 43.3% of our English learners showed progress in English proficiency, according to the English Learner Performance Indicator. We're committed to helping all EL students succeed, and we track their progress in multiple ways. This includes things like participation in Career Technical Education programs (CTE), completing core coursework (A-G), taking Advanced Placement (AP) classes, and performance on multiple assessments, among many measures. Currently, we are seeing positive results from our internal iReady reading and math assessments. While we're encouraged by this progress, we recognize there's always room to improve.

In the 2022-23 CAASPP data, ELA and Math proficiency varied across grade levels. For ELA, third grade showed 9.45% proficiency, fourth grade had the highest at 17.11%, and fifth grade followed closely at 14.03%. However, proficiency sharply declined in higher grades, with sixth grade at 3.41%, seventh grade at 4.04%, eighth grade at 3.41%, and eleventh grade at 6.76%. Similarly, in Math, proficiency ranged from 13.38% in third grade to 1.35% in eleventh grade, with a similar pattern of decline as students progressed through grade levels. These results underscore the importance of targeted interventions and support to address proficiency gaps, especially in middle and high school grades. In the 2023-24 academic year, Long Term English Learners (LTELs) totaled 455 district-wide, distributed across grade levels. The majority, comprising 213 students, were in grades 6-8, with 224 students identified in grades 9-12 and a smaller cohort of 18 students in grades K-5. These numbers highlight the significant presence of LTELs across all grade spans, emphasizing the ongoing need for targeted support and resources to address their unique language learning needs and facilitate academic success.

English Learners often face academic challenges related to language barriers, contributing to achievement gaps between English Learners and their peers. By providing targeted support for English Learners to develop English language proficiency and access to grade-level academics, MHUSD aims to narrow these achievement gaps and ensure that all students have the opportunity to succeed. Overall, the development of this goal reflects MHUSD's commitment to promoting equity, supporting diverse learners, and ensuring that English Learners have the resources and support they need to thrive academically and linguistically. (State Priorities: 2, 4, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4.a	Pupil Achievement: English Learner High School Graduation Rates (Cohort/DataQuest)	Class of 2023 EL Graduates: 80.3% / 53 LTEL: 19 students			Class of 2025-26 EL Graduates 90% LTEL: 8 students	
1.4.b	Pupil Achievement: English Learner graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (DataQuest)	Class of 2023 EL Graduates: 17% / 9 students			Class of 2025-26 35% of EL students will have completed courses that satisfy entry for UC and CSU entry	
1.4.c	Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator (CA School Dashboard)	2022-23 43.3%			2025-26 55%	
1.4.d	Pupil Achievement:	2023-24 Diagnostic #3			2026-27	

	English Learners in Grades K to 8 Scoring at Grade Level or Above (iReady Reading)	K: 50% / 50 students 1: 23% / 26 2: 16% / 18 3: 30% / 35 4: 13% / 17 5: 5% / 5 6: 7% / 7 7: 4% / 3 8: 5% / 3			Diagnostic #3 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. K: 100% 1: 83% 2: 76% 3: 90% 4: 73% 5: 65% 6: 67% 7: 64% 8: 65%	
1.4.e	Pupil Achievement: English Learners in Grades K to 8 Scoring at Grade Level or Above (iReady Math)	2023-24 Diagnostic #3 K: 37% / 33 students 1: 23% / 25 2: 12% / 14 3: 27% / 31 4: 20% / 26 5: 13% / 13 6: 10% / 10 7: 7% / 7 8: 5% / 3			2026-27 Diagnostic #3 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above.	

					The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. K: 97% 1: 83% 2: 72% 3: 87% 4: 80% 5: 73% 6: 70% 7: 67% 8: 65%	
1.4.f	Implementation of State Standards: Schools follow protocols for regularly reviewing disaggregated student data and addressing English Learner student progress	2023-24 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 4			2026-27 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 5	
1.4.g	Student Outcomes: English Learners Enrolled in an AP, CTE, and Dual Enrollment class	2023-24 EL AP Enrollment: 29 EL CTE Enrollment: 147 EL Dual Enrollment: 7			2026-27 AP Enrollment: 60 CTE Enrollment: 275 Dual Enrollment: 30	
1.4.h	Pupil Achievement:	Class of 2023:			Class of 2026	

	English Learner Students Successfully Completing CTE Pathways	15 students			45 students	
1.4.i	Percentage of EL 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 28.6% / 16 passed IM 1 with a C or better			2026-27 S1 Integrated Math I: 60% will pass IM 1 with a C or better	
1.4.j	Student Outcomes: Number of Long-Term English Learners (LTEL)	2023-24 455 students district-wide			2026-27 300 students district-wide	
1.4.k	Student Engagement: Attendance Rate for English Learners	2023-24 Attendance Rate (as of May 2024): 92.1%			Target Attendance Rate for EL students: 95%	
1.4.l	Student Engagement: English Learner Suspension Rates (CA School Dashboard)	2023 CA Dashboard 8.1% suspended for at least one day			2026 CA Dashboard Less than 3% suspended for at least one day	
1.4.m	Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level (CA School Dashboard)	2022-23 ELA - met/exceeded standards Grade 3 EL Overall: 9.45% Newcomer: No data available* LTEL: No data available* Grade 4 EL Overall: 17.11%			2025-26 ELA - met/exceeded standards 3: 45% 4: 50% 5: 60% 6: 50% 7: 55% 8: 55% 11: 65%	

		Newcomer: No data available* LTEL: No data available* Grade 5 EL Overall: 14.03% Newcomer: No data available* LTEL: No data available* Grade 6 EL Overall: 3.41% Newcomer: No data available* LTEL: 4.44% Grade 7 EL Overall: 4.04% Newcomer: No data available* LTEL: 0.00% Grade 8 EL Overall: 3.41% Newcomer: No data available* LTEL: 2.13% Grade 11: EL Overall: 6.76% Newcomer: No data available* LTEL: 4.00% SWD/EL: 3.5% SWD/FY: No data available*			Including all student groups and dually identified students	

		SWD/SED: 4% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.				
1.4.n	Pupil Achievement: Statewide Assessment SBAC for English Learners in Math by Grade Level (CA School Dashboard)	2022-23 Math - met/exceeded standards Grade 3 EL Overall: 13.38% Newcomer: No data available* LTEL: No data available* Grade 4 EL Overall: 16.07% Newcomer: No data available* LTEL: No data available* Grade 5 EL Overall: 7.90% Newcomer: No data available* LTEL: No data available* Grade 6 EL Overall: 2.27% Newcomer: No data available* LTEL: 2.33%			2025-26 Math - met/exceeded standards 3: 50% 4: 50% 5: 40% 6: 50% 7: 50% 8: 50% 11: 50% Including all student groups	

		Grade 7 EL Overall: 5.04% Newcomer: No data available* LTEL: 4.35% Grade 8 EL Overall: 1.16% Newcomer: No data available* LTEL: 0% Grade 11: EL Overall: 1.35% Newcomer: No data available* LTEL: 0% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.				
1.4.o	Pupil Achievement: NWEA MAP 9-11 EL Reading and Math Avg RIT Scores by Grade Level	2023-24 EL Reading Winter Avg RIT Scores 9: 200 10: 205 11: 206 2023-24 EL Math Winter Avg RIT Scores 9: 212 10: 214 11: 214			Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math 9: 228.67 10: 231.21 11: 233.49	
1.4.p	Student Outcomes: Student EL Reclassification Rates	2023-24			2025-26 Maintain at 10% or greater	

		Percentage of EL Students Reclassified: 13.4% / 196				

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated	English Language Development Teacher on Special Assignment to support mathematics English Language Development instruction, provide instructional coaching, and lead district-level professional development to improve outcomes for English Learners. (LCFF Supplemental)	$147,081.83	Yes

	Assistance and CA School Dashboard - Academics).			
1.4.b	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	Temporary staffing to operate as English Language Proficiency Assessment for California (ELPAC) Testing Administrators to assist schools who have high populations of English Learners with ELPAC testing to improve outcomes for English Learners. (LCFF Base)	$20,000.00	No
1.4.c	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Stipends for English Learner Facilitators at each site are prorated to match the student population. English Learner Facilitators perform duties such as professional development and instructional support for English Learners, including Long-Term English Learners, to improve outcomes for English Learners. (LCFF Supplemental)	$42,933.00	Yes
1.4.d	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, substitute release days to cover professional development related to meeting the language development needs of English Learners, including Long-Term English Learners, and teacher training in English Language Development and implementation of the English Learner Plan for Student Success to improve outcomes for English Learners. (LCFF Supplemental)	$49,340.00	Yes
1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	Materials for annual Multilingual Achievement Ceremony such as balloons, invitation printing, decorations to improve outcomes for English Learner. (LCFF Supplemental)	$1,000.00	Yes
1.4.f	Constructing Meaning Implementation. (Differentiated	Stipends for Constructing Meaning leads at four secondary sites to support the implementation of Constructing Meaning strategies in instruction, instructional support, and training for integrated English Language	$11,000.00	Yes

		Development (ELD) to improve outcomes for English Learners, including Long-Term English Learners. (LCFF Supplemental)		
1.4.g	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	Funds for substitute release days for ELPAC testing and ELPAC training for new testing administrators inclusive of the Alternate ELPAC to improve outcomes for English Learners. (LCFF Base)	$15,930.00	No
1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, materials, and release time for teacher training on secondary ELD curriculum to improve outcomes for English Learners. (LCFF Supplemental)	$38,260.00	Yes
1.4.i	English Learner-Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Ensure all English Learners are supported through high-quality English Language Development programs. Data analysis of English Learner progress to determine the student needs and improve outcomes. (e.g., ELLevation). (Title III & LCFF Supplemental)	$41,506.00	Yes
1.4.j	Early Learning Multilingual Learner Support.to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, release time, extra hours, materials, and travel expenses for enhancing English language instruction in grades TK-3 to improve outcomes for English Learners.(e.g., New Teacher Center, etc.). (New Teacher Center)	$0.00	Yes

1.4.k	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Release time, extra hours, materials for the development of secondary Long-Term English Learner courses, and adoption of supplementary materials to improve outcomes for English Learners. (LCFF Supplemental)	$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 1.5	Improve equity, access, and outcomes for diverse student learners by increasing opportunities for student learning in the least restrictive environment (LRE).	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Focus Goal 1.5 focuses on improving equity, access, and inclusion for diverse learners by increasing opportunities in the Least Restrictive Environment (LRE) and overall student achievement. EC Section 52064 (e)(5) requires that districts that are eligible for Differentiated Assistance for three or more consecutive years, based on the performance of the same student group(s), will receive technical assistance to plan and improve student outcomes. In MHUSD, the areas in red on the California Dashboard for Students with Disabilities (SWDs) are Math performance, English Language Arts (ELA) performance, and Suspensions. Additionally, the California Department of Education monitors various aspects of special education through its Compliance and Improvement Monitoring (CIM) system, including but not limited to LRE, graduation rates, academic performance in English Language Arts and Math, and suspension.

In the 2023-24 academic year, iReady Diagnostic #3 SWD Results for grades K-8 in Reading and Math highlighted varying proficiency levels among students with disabilities (SWD). In Reading, 11% of SWD performed at Mid-Above Grade Level, while 10% were at Early On Grade Level. Conversely, in Math, 9% were at the Mid-Above Grade Level, and 11% were at the Early On Grade Level. However, a substantial proportion faced academic challenges, with 20% in Reading and 24% in Math at One Grade Level Below and 19% in Reading and 21% in Math at Two Grade Levels Below. Additionally, 40% in Reading and 36% in Math were Three or More Grade Levels Below. Despite these challenges, there were notable instances of growth, with varying percentages of SWD meeting annual stretch growth across proficiency levels in both Reading and Math, underscoring the importance of targeted interventions to support their academic progress. In the 2023-24 academic year, NWEA MAP data for grades revealed the average RIT scores for SWD in Reading and Math across grades 9-11. In Reading, SWD had an average RIT score of 201 in grade 9, 207 in grade 10, and 204 in grade 11. Similarly, in Math, SWD had an average RIT score of 210 in grade 9, 213 in grade 10, and 210 in grade 11. These scores provide insights into the academic proficiency of SWD across different grade levels, informing targeted interventions to support their continued growth and success in both subjects.

Areas of improvement for the LRE include having students with disabilities in the general education environment greater than 80% of the time and having fewer students in a more restrictive setting less than 40% of the time. Seventy-six percent (76%) of seniors with special

education services graduated in 2023. Nine and one-half percent (9.5%) of SWD were suspended at least one day in 2023. Academically, SWD scored in the red for ELA and Math state assessments. These data points and a recent district-wide study on inclusive practices indicate a need for improved inclusive opportunities for students with disabilities. Additionally, the data points and the study highlight the need for an inclusive framework and greater Universal/Tier 1 instruction, including understanding and implementing Universal Design for Learning. Also important is a greater understanding and implementation of the multiple methodologies of collaboration and inclusion. Inclusive opportunities support SWD in a setting as close to the general education class as possible. Creating robust programs within MHUSD will support students' needs within the District, thus reducing the need for placements outside the District. (State Priorities: 1, 3, 4, 5, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5.a	Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) (SBAC Test Results at a Glance)	2022-23 Met or Exceeded Standard Overall: 11.03% 3rd: 8.20% 4th: 17.57% 5th: 16.88% 6th: 4.55% 7th: 7.25% 8th: 5.33% 11th: 15.59% SWD/EL: 3.5% SWD/FY: **Data not available due to group size SWD/SED: 4% In order to protect student privacy, disaggregated data is suppressed because			2025-26 25% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels	

		fewer than 11 students tested per grade level or student group.				
1.5.b	Pupil Achievement: SWD Statewide Assessment SBAC in Mathematics (SBAC Test Results at a Glance)	2022-23 Met or Exceeded Standard Overall: 7.71% 3rd: 8.20% 4th: 17.57% 5th: 14.28% 6th: 4.76% 7th: 4.48% 8th: 0.00% 11th: 3.90% SWD/EL: 2% SWD/FY: **Data not available due to group size SWD/SED: 2% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.			2025-26 20% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels	
1.5.c	Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics (SBAC Test Results at a Glance)	2022-23 ELA Met: 24.00% Math Met: 8.00%			2025-26 ELA Met: 50% Math Met: 40%	

		In order to protect student privacy, disaggregated data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.				
1.5.d	Pupil Achievement: SWD College & Career Readiness Indicator (CA School Dashboard)	2022-23 9.8% Prepared			2025-26 20% Prepared	
1.5.e	Pupil Achievement: SWD High School Graduation Rates (CA School Dashboard)	Class of 2023 75.9% Graduated (Cohort)			Class of 2026 90% Graduated (Cohort)	
1.5.f	Student Outcomes: SWD Suspension Rates (CA School Dashboard)	2022-23 9.5% suspended at least 1 day			2025-26 4% suspended at least 1 day	
1.5.g	Student Outcomes: State Performance Plan Indicators: 5a: Education Environments: 80% or more of the day in the Least Restrictive Environment (Annual Determination Letter)	2024 Annual Determination Letter LRE >80% of the day: 56.06% State Target: >62%			2027 Annual Determination Letter LRE >80% of the day: 71% State Target: >70%	
1.5.h	Student Outcomes: State Performance Plan Indicators:	2024 Annual Determination Letter			2027 Annual Determination Letter	

	5b: Education Environments: Less than 40% of the day in the Least Restrictive Environment (Annual Determination Letter)	LRE <40% of the day: 12.89% State Target: <16.5%			LRE >40% of the day: 11% State Target: 12%	
1.5.i	Student Outcomes: State Performance Plan Indicators: 5c: Education Environments: Separate Setting (Annual Determination Letter)	2024 Annual Determination Letter TK/K - 22 in a separate setting: 2.77% State Target: <3%			2027 Annual Determination Letter TK/K - 22 in a separate setting: 2.3% State Target: 2.4%	
1.5.j	Student Outcomes: SWD Enrollment in CTE, AP, and Dual Enrollment (unduplicated student count) (Aeries SIS; DataZone)	As of May 2024 SWD students in high school enrolled in at least 1 AP course: 21 / 6.2% SWD students in high school enrolled in at least 1 CTE course:183 / 52.1% SWD students in high school enrolled in at least 1 dual enrollment course: 16 / 4.5%			May 2027 Percent of SPED student enrolled in at least 1 AP course: 15% Percent of SPED students enrolled in at least 1 CTE course: 65% Percent of SPED students enrolled in at least 1 dual enrollment course: 15%	
1.5.k	Student Outcomes:	Class of 2023 SWD 60 students / 75%			Class of 2026 SWD 75 students	

	SWD Students Successfully Completing CTE Pathways					
1.5.l	Student Outcomes: Percentage of SWD 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 53.5% / 15 SWD passed IM 1 with a C or better			2026-27 S1 Integrated Math 1: 75% of SWD passing IM1 with a C or better	
1.5.m	Pupil Achievement: SWD iReady Reading Assessment: Grades K-8 (iReady Assessment)	2023-24 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: 11% Early On Grade Level: 10% One Grade Level Below: 20% Two Grade Levels Below: 19% Three or More Grade Levels Below: 40% 45% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year Assessments			Spring 2027 Mid-Above Grade Level: 15% Early On Grade Level: 15% One Grade Level Below: 35% Two Grade Levels Below: 15% Three or More Grade Levels Below: 20% 65% Students with Disabilities will Improve their Placement in Reading from Fall to End of the Year Assessments	
1.5.n	Pupil Achievement: SWD iReady Math Assessment: Grades K-8 (iReady Assessment)	2023-24 Diagnostic #3 SWD Results Math Mid-Above Grade Level: 9%			Spring 2027 Mid-Above Grade Level: 15% Early On Grade Level: 15%	

		Early On Grade Level: 11% One Grade Level Below: 24% Two Grade Levels Below: 21% Three or More Grade Levels Below: 36% 53% Students with Disabilities Improved their Placement in Math from Fall to End of the Year Assessments			One Grade Level Below: 35% Two Grade Levels Below: 15% Three or More Grade Levels Below: 20% 70% of Students with Disabilities will Improve their Placement in Math from Fall to End of the Year Assessments	
1.5.o	Pupil Achievement: NWEA MAP 9-11 SWD Reading and Math Avg RIT Scores by Grade Level	2023-24 EL Reading Winter Avg RIT Scores 9: 201 10: 207 11: 204 2023-24 EL Math Winter Avg RIT Scores 9: 210 10: 213 11: 210			2026-27: Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math 9: 228.67 10: 231.21 11: 233.49	
1.5.p	Pupil Achievement: Unduplicated and SWD ELA: Percentage of students who met/exceeded standards on SBAC	22-23 ELA: SWD: 11% EL: 4% SED: 4% Homeless: NA - sample size too small Foster Youth: NA- sample size too small			2025-26 SWD: 25% Met or Exceeded Standard EL: 25% Met or Exceeded Standard SED: 25% Met or Exceeded Standard Homeless: NA	

					Foster Youth: NA	
1.5.q	Pupil Achievement: Unduplicated and SWD Math: Percentage of students who met/exceeded standards on SBAC	22-23 Math: SWD: 7.7% EL: <1% SED: 1% Homeless: NA - sample size too small Foster Youth: NA- sample size too small			2025-26 SWD: 20% Met or Exceeded Standard EL.: 20% Met or Exceeded Standard SED: 20% Met or Exceeded Standard Homeless: NA Foster Youth: NA	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.5.a	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	Provide job-embedded and targeted professional development, planning, Universal Design for Learning (UDL), coaching, collaboration time for inclusive practices, and co-teaching to enhance student engagement and academic outcomes at three inclusion sites. Development of robust working partnerships that have a direct positive impact on improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$82,700.00	Yes
1.5.b	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across	Stipends and subs for the steering committee to create an Inclusive Framework that will enhance student outcomes, engagement, and overall learning conditions to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$6,000.00	Yes

| | | the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study) | | | |
| 1.5.c | Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging | Special Education Behavior De-escalation professional development on crisis intervention training to support specific classrooms and students needing the highest level of support (e.g., QBS, TCI, etc.). Addresses Differentiated Assistance goals specific to suspensions and chronic absenteeism English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental) | $33,554.00 | Yes |

	behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)			
1.5.d	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	One additional classified staff to support middle school inclusion and support co-teaching. Addresses Differentiated Assistance goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$66,000.00	Yes
1.5.e	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote	Ongoing state grant-funded preschool Inclusion teacher and paraprofessional. Support preschool students with disabilities in an inclusive environment. Addresses the goal of Continuous Improvement Monitoring for the Least Restrictive Environment (LRE). (Grant Funded)	$238,000.00	No

	socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)			
1.5.f	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Paraprofessional ongoing training in best practices, behavior, and academic supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$24,470.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2.0	Family and Community Engagement Goal: Promote family and community engagement and participation in the education process for all students. Foster a culture of inclusive family and community partnership that inspires all school community members to actively participate in and support student success, thereby creating a cohesive and supportive educational environment conducive to academic achievement, social-emotional growth, and lifelong learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As stated on the California Department of Education website, "family and community engagement greatly increases the likelihood that students will learn and thrive. Students are more prepared for school, more likely to achieve, and more likely to graduate when supported by schools, families, and communities working together in a coordinated manner. Schools will more effectively engage families and communities when they move toward systemic, integrated, and sustained engagement." Fostering and building parent/guardian, family, and community engagement and relationships is essential for supporting and increasing the likelihood of student success in school.

Input gathered from focus groups and surveys from MHUSD's educational partners largely emphasized the importance and value of partnering with families and communities for student engagement and success to and through high school to post-secondary. MHUSD staff learned from educational partners that families value positive interactions with school staff, feel the school partners with them in supporting their child's strengths and areas for growth, believe the school is responsive to their unique goals and challenges, and feel welcome at their child's school. These insights affirm that MHUSD's efforts to foster a supportive, inclusive, and responsive educational environment are successful, highlighting the importance of maintaining strong communication, expanding engagement initiatives, enhancing support services, and regularly evaluating strategies to ensure all families feel valued and involved in their children's education.

MHUSD also learned that while many parents have positive interactions with school staff, there are opportunities for improvement in forming connections with other parents and guardians at their child's school. Part of the work moving forward will be to explore opportunities for connecting parents to each other. Other suggestions from parents included providing parenting classes, mental health resources, extracurricular activities such as sports and arts, and information sessions on topics like Individualized Education Plans (IEPs), social media, and teen issues.

The district's efforts to support family and community engagement align with the Equity in Education Framework, which seeks to ensure that

all students have equal opportunities to succeed regardless of their background. This approach is crucial in diverse communities where students come from varied cultural, socioeconomic, and linguistic backgrounds. Engaging families and communities helps create an inclusive environment where all students feel supported and valued. Creating resources such as the Family and Community Engagement Center (FACE) addresses more than just academic needs. Offering services like affordable childcare, low-cost laundry facilities, and partnerships with community organizations for social, cultural, economic, and medical support helps families manage life's challenges. This holistic approach ensures that students can focus on their education without being hindered by external stressors.

The district ensures that communication is two-way and responsive by sharing data about student skill levels, listening to family feedback, and incorporating culturally relevant content into the curriculum. This responsiveness helps tailor education to meet students' needs and interests, making learning relevant and effective. Programs like the Parent Institute for Quality Education (PIQE) and Parent University equip families with the knowledge and skills to support their children's education at home. They model effective teaching practices and engage parents in educational workshops, empowering them to contribute directly to their children's learning. Enlisting families to co-create and drive parent education efforts ensures the initiatives are authentic and reflect the community's true needs and aspirations. This participatory approach leads to higher engagement and more relevant and sustainable programs.

MHUSD has updated the Family and Community Engagement Plan this school year to anchor this work. Families, staff, and community members participated in multiple sessions to create the vision and mission, review and analyze various forms of family engagement data, and create a plan aligned with the high-impact engagement strategies. The Family and Community Engagement Plan will serve as the district's roadmap for creating a comprehensive support system that enhances educational outcomes, fosters inclusivity, strengthens school-community relationships, and empowers families to participate actively in their children's education.

The following are the six high-impact engagement strategies that are the framework of the Family and Community Engagement Plan:

- Building personal relationships, respect, and mutual understanding with families through home visits, community walks, and class meetings
- Sharing data with families about student skill levels
- Modeling effective teaching practices so families can use them at home
- Listening to families about their children's interests and challenges, then using this information to differentiate instruction
- Incorporating content from families' home cultures into classroom lessons
- Aligning family engagement activities with school improvement goals.

MHUSD's comprehensive Family and Community Engagement Plan, grounded in high-impact strategies and an equity framework, aims to create a supportive, inclusive, and responsive educational environment. By building strong relationships, enhancing communication, and providing diverse resources and programs, the District is committed to empowering families and communities to participate in their children's education actively, ultimately fostering student success and well-being. (State Priorities 3, 5, 6)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.0.a	Parental Involvement/Pupil Engagement: Community Liaison Home Visits	2023-24 Less than one visit per week Attendance Rate: 92.1% Chronic Absenteeism Rate: 18%			8 visits per week or 20% of weekly schedule Attendance Rate Target: 95% Chronic Absenteeism Rate: Target: 14% or less	
2.0.b	Parental Involvement: Community Liaison Family Support	Baseline data to be established during the 2024-25 school year: Percent of families surveyed agree or strongly agree on these statements: I know who my school community liaison is Percent of families who contact their community liaisons for support report that their needs/ questions were successfully addressed			80% of families surveyed agree or strongly agree on these statements: I know who my school community liaison is 80% of families who contact their community liaisons for support report that their needs/ questions were successfully addressed	
2.0.c	Parental Involvement: Community Liaison Professional Development	2023-24 All Community Liaisons participate in at least 2 family engagement professional			All Community Liaisons participate in at least 3 formal family engagement	

		development activities per year			professional development activities per year.	
2.0.d	Parental Involvement: Increase participation levels in family and community engagement activities hosted at the Family and Community Engagement (FACE) Center, focusing on identifying trends and patterns among English Learners, Socioeconomically disadvantaged students, foster youth and students with disabilities.	2023-24 193 individuals have participated in at least one tracked event at the Family and Community Engagement (FACE) Center during the 2023-2024 school year. Note: Beginning 2024-25, participation data will be tracked for all events and disaggregated by student group			Participation across demographic groups will increase by 30%	
2.0.e	Parental Involvement: Surveys of individuals participating in parent education activities reflect a satisfaction rate of 4 or 5 on a 5 point scale.	2023-24 Above 90% of Parent University participants rate services received at a level 4 or 5 on a 5 point scale.			98% of people participating in family education activities at the Family and Community Engagement (FACE) Center reflect a satisfaction rate of 4 or 5 on a 5 point scale.	
2.0.f	Parental Involvement: Track and increase the percentage of families participating in Back to School Night and Open House	2023-2024 82% of families responding to a district survey attended Back-to-School night or Open House			90% of families responding to a district survey attended Back-to-School Night or Open House	

		2024-2025 Note: Comprehensive baseline data from schools regarding attendance at Back-to-School Night and Open House will be collected starting in 2024-25				
2.0.g	Parental Involvement/Pupil Engagement: Family and Community Engagement Plan Implementation	2023-24 Survey Data: Cultural Proficiency 54% of families interviewed agree: I see my child's culture, interests, and values reflected at my child's school Parental Involvement: 69% of families surveyed: My child's school encourages parental involvement Volunteering: 46% of families surveyed have volunteered in their child's school Note: 471 district parents participated in the 23-24 district survey; 5,579 families in grades Transitional Kindergarten-12 districtwide			Cultural Proficiency 80% of families surveyed agree or strongly agree: I see my child's culture, interests, and values reflected at my child's school Parental Involvement: 80% of families surveyed agree or strongly agree: My child's school encourages parental involvement Volunteering 55% of families surveyed have volunteered in their child's school	

| 2.0.h | Parental Involvement: Communication with Families | 67% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress

69% of families surveyed agreed: My child's school shares data with families about student skill levels

Baseline data to be established:
• My child's teacher has shared how the school addresses the diverse learning needs of all students
• I have had at least two opportunities to share insights about my child's learning needs and interests with their teacher

Note: 471 district parents participated in the 23-24 district survey; 5,579 families in | | | 95% of families surveyed agree: My child's school effectively communicates with parents regarding their child's progress

90% of families surveyed agree: My child's school shares data with families about student skill levels

80% of families surveyed agree or strongly agree on these statements:
• My child's teacher has shared how the school addresses the diverse learning needs of all students
• I have had at least two opportunities to | |

		grades Transitional Kindergarten-12 districtwide			share insights about my child's learning needs and interests with their teacher	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

2.0.a	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Bilingual Community Liaisons at each school site within MHUSD are dedicated to providing comprehensive support to families, with a particular emphasis on English Learner students. These liaisons serve as vital conduits between home and school, offering outreach, communication, resource access, interpretation, and translation services to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$389,556.31	Yes
2.0.b	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners,	Professional development opportunities tailored to the needs of Community Liaisons, including workshops on topics such as improving their translation skills and conducting home visits, consultations, and participation in county and state conferences, with provisions for registration fees, lodging, travel, release time, extra hours, and stipends as necessary. Additionally, fostering collaboration among liaisons across the school district will serve as a vital strategy for maximizing their effectiveness and ensuring continuous improvement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$7,500.00	Yes

	Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.c	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	The Family and Community Engagement Center's primary objective is to create and maintain a welcoming and inclusive space that facilitates family and community partnerships, promotes access to vital resources, and supports the holistic well-being of students and their families to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Funds will be used to maintain the operation of services and activities currently provided and continue to build on the key strategies and initiatives. Cost for contracts, stipends, materials, and supplies. (LCFF Supplemental)	$30,000.00	Yes
2.0.d	Family and Community Engagement Center Lead - Provide a staff	Bilingual Family and Community Engagement Lead position to support Family and Community Engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The Family and Community Engagement (FACE) Lead will play a pivotal	$85,287.55	Yes

		role in organizing activities, fostering a welcoming environment, and tracking usage and demographic data to assess the impact of the Family and Community Engagement (FACE) Center on student achievement and family engagement. (LCFF Supplemental)		
	member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.e	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their	Provide education for families to assist their children in navigating the school system successfully to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Parent University, PIQE, Annual CABE conference, etc., including food, childcare, supplies, printing and marketing costs, extra hours, stipends, travel, lodging, etc.). Parent education offerings will be shaped by continual	$44,500.00	Yes

	children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	feedback from the school community, ensuring relevance and effectiveness. Regular surveys and focus groups will help shape the menu of offerings to meet families' evolving needs, making it a dynamic resource that adapts to changing community demographics and challenges. (LCFF Supplemental)		
2.0.f	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes	Implement the Family and Community Engagement plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (extra hours for staff, professional development, transportation, food, supplies, childcare for family events, and professional conferences). (LCFF Supplemental)	$4,000.00	Yes

	executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.g	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively	Support regular meetings of the District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) parent/guardian advisory committees to confer and consult on district initiatives. Expenses include materials, hospitality, child care, and guest speakers. (Title III- English Learner and Title III-Migrant Funding).	$3,000.00	No

	support the academic success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.h	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Collaborate with school sites in aligning the District initiative to engage families and the community in supporting the academic needs of unduplicated student groups through increased communication opportunities and avenues as well as parent meetings and family events to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$12,507.77	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 3.0	Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our district is dedicated to fostering educational equity by implementing comprehensive support systems that cater to the unique strengths and needs of every student, school, and community. This goal is driven by our commitment to creating a learning environment where all students can thrive academically, emotionally, and socially. We recognize that each student has different needs and strengths, and by providing tailored support, we ensure no one is left behind. Engaging students in responsive and relevant learning activities is crucial for their academic growth and personal development. We strive to make these experiences impactful and aligned with each student's interests and needs. Strengthening relationships and support systems foster students' sense of belonging and well-being while maintaining secure school environments, ensuring they feel safe and supported. Through continuous engagement with our Educational Partners—including parents, teachers, and community members—we have identified student well-being, engagement, school climate, and safety as our key priorities. By focusing on these areas, we aim to build and reinforce structures, systems, and practices that support every student's journey toward academic success and personal growth, creating a district where all students feel valued, safe, and empowered to reach their full potential. (State Priorities: 5, 6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.a	Pupil Engagement: Attendance Rate as of P2 (CALPADS)	2023-24 P2 Attendance Rate: 92.8%			Attendance Rate: 95%	

3.0.b	Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)	2023-24 Chronic Absenteeism Rate: 19.4% (as of May 2024) EL: 24.6% SED: 28.7% SWD: 33.5% African-American: 24.2% Latino/Hispanic: 24.9% White: 13.8% Two or more: 14.4%			Chronic Absenteeism Rate: 14% EL: 19.6% SED: 23.7% SWD: 28.5% African-American: 19.2% Latino/Hispanic: 19.5% White: 8.8% Two or more: 9.4%	
3.0.c	Pupil Engagement: Middle School Dropout Rate (CALPADS)	2022-23 Middle School Dropout Rate: 0			Middle School Dropout rate: 0%	
3.0.d	Pupil Engagement: High School Dropout Rate (DataQuest)	2022-23 High School Dropout Rate: 2.8%			High School Dropout Rate: 1%	
3.0.e	Pupil Engagement: High school graduation rates (Cohort/DataQuest)	2022-23 Graduation Rate: 92.8%			95% Graduation Rate	
3.0.f	School Climate: Suspension Rate (DataQuest)	2022-23 Suspension Rate: 5.3% EL: 8.6% SED: 8.2 % SWD: 9.9% African-American: 10.7% Pacific Islander: 22.6% Homeless Youth: 9.3%			Suspension Rate: 3% EL: 6.3% SED: 5.9 % SWD: 7.6% African-American: 8.4% Pacific Islander: 20.3%	

		Latino/Hispanic: 7.2% White: 3.3% SWD/EL: 12.2% SWD/FY: Data unavailable due to group size SWD/SED: 13.2%			Homeless Youth: 7% Latino/Hispanic: 4.9% White: 1.5% SWD/EL: 6% SWD/SED: 6%	
3.0.g	School Climate: Expulsion Rate (DataQuest)	2022-23 Expulsion Rate: 0%			Expulsion Rate: 0%	
3.0.h	School Climate: Survey Responses School Climate	2023-24 43% of students in grades 5-12 completed at least one (1) climate and culture survey			60% of students in grades 5-12 will complete at least 1 climate and culture survey	
3.0.i	Pupil Engagement: Number of home visits completed by CARE staff (Aeries)	2023-24 Number of home visits: 200			200 home visits completed a year	
3.0.j	Pupil Engagement: Number of community events and outreach (resource fairs, food distributions, and workshops) (DataZone)	2023-2024 Number of outreach/events per year: 20			Increase by 10% a year 2026-27 Number of outreach/events per year: 26	
3.0.k	School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)	2023-24 Baseline (Second Step): 43% completion rate K-5			55% completion rate K-5	

3.0.l	Pupil Engagement: Percentage of students refered out to for School Linked Services (SLS) and Prevention Early Intervention (PEI) for qualifying schools (DataZone)	2023-24 Intensive/Tier 3 Referral Range 3.4%			Intensive/Tier 3 referral range between 1%-3% of district populations referred out.	
3.0.m	School Climate: Safety Assessment Training	2024-25 Baseline information for this goal will be gathered during the 24-25 SY.			All administrators will be trained on safety assessment process, site teams will be trained in threat assessment, and we will have 3 train the trainers.	
3.0.n	Pupil Engagement/School Climate: The number of school activities (academic, sports, and special events) SRO was active and present for.	2023-24 Number of events: 18			2026-27 Number of events district wide: 25	
3.0.o	School Climate and Safety The School Resource Officer will support administrators, help reduce illegal activity on campuses, and reduce the number of police reports.	2023-24 57 reports made			2026-27 Reduce by 10% which would equal 52 referrals (rounded up because you cannot have a partial report).	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.0.a	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school	Surveys to gather student, family, and community feedback and input (e.g., Satchel, Hanover, California Healthy Kids Survey, Data Zone, etc.) to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$76,425.00	Yes

	environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.b	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness	Professional Development, release time, stipends, extra hours, materials and supplies, and program licenses to develop and implement a holistic approach to support students and staff's social, emotional, and behavioral needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$64,000.00	Yes

		initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.c	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based	Professional development, release time, stipends, extra hours, materials and supplies, and program licenses to establish a comprehensive social-emotional support framework that integrates activities and partnerships to foster healthy life skills and enhance social-emotional engagement, prevention, and restorative practices for students to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (e.g., South County Youth Task Force, Living Above the Influence, New Hope for Youth, Differentiated Response, etc.). (LCFF Supplemental)	$38,000.00		Yes

	programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.d	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students	Professional development, release time, stipends, extra hours, materials and supplies, and program licenses to establish a comprehensive social-emotional learning initiative spanning grades TK-12, integrating K-12 education on child abuse, human trafficking, gun violence awareness, and delivering tobacco use prevention education through lessons, activities, and school-wide awareness events, etc. to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (e.g., Project Cornerstone, Second Step, Be Seen and Be Heard, Satchel, etc.). (LCFF Supplemental and Restricted Lottery)	$75,550.00	Yes

	(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.e	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Professional development, release time, stipends, extra hours, materials and supplies, and travel vouchers provide comprehensive support services to students facing various barriers, including those living in foster care, experiencing homelessness, and facing economic hardship, to improve student outcomes for Foster and Socioeconomically Disadvantaged students. (Title I and LCFF Supplemental)	$33,600.00	Yes
3.0.f	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and	Professional development, release time, stipends, extra hours, and program licenses for digital licenses to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$46,192.50	Yes

	Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.g	Educational Alternative Placements - Provide specialized educational settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).	For expelled youth in a Santa Clara County school district, the Santa Clara County Office of Education Expelled Youth Program to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Base)	$195,000.00	No

3.0.h	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Safety Training will provide proactive community relations, outreach, direct site support, and safety assessment training for site staff to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$15,800.00	Yes
3.0.i	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -	Provide connections to outside CBOs and direct referral process for PEI and SLS services through behavioral health to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Grant Funded)	$159,674.00	No

	Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.j	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	CARE specialists support students with exceptional needs, focusing on Foster Youth and Socioeconomically Disadvantaged students. Specialists will connect students to community-based organizations, school-linked services, and social-emotional counseling to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$787,602.37	Yes
3.0.k	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where	Professional development, release time, stipends, extra hours, materials, incentives, and supplies to increase student attendance and reduce truancy and chronic absenteeism to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$92,000.00	Yes

	students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)			
3.0.I	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and	Partnership with SCYTF to provide additional support and resources in social-emotional engagement, prevention, interventions, and restorative practices for all students to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Grant Funded)	$45,000.00	No

	Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.m	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Youth-driven programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (California Reducing Disparities Project). (Grant Funded)	$97,080.00	No
3.0.n	Community Schools Grant - Transforming schools into hubs that offer a wide range of support	Community schools offer services beyond academics, including health, family engagement, and enrichment programs. This grant supports establishing or expanding these initiatives, promoting collaboration among schools, families, and community groups to improve student outcomes for	$2,062,500.00	No

	services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Grant Funded)		
3.0.o	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement,	Collaborate with school sites to implement the District initiative to meet student engagement, social-emotional learning, and school climate through extra hours for staff, transportation for field trips, and additional materials related to student engagement to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$121,123.97	Yes

		social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).			
3.0.p	School Resource Officer to provide proactive community relations to improve success for all students.	The school resource officer will provide proactive community relations, parent-project, outreach, direct site support, and training for site staff to improve student outcomes for all students (LCFF Base Funding)	$140,400.00	No	

Goals and Actions

Goal

Goal #	Description	Type of Goal
Focus Goal 3.1	Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Social-emotional wellness research and frameworks support attending to the whole child's needs as a foundational prerequisite for student achievement. In response to feedback from parents/guardians, students, staff, and community educational partners shared the need for the district to attend to students' social-emotional well-being. The wellness centers create an emotionally safe environment that nurtures students who may have experienced various challenges. Thus, a combination of resources will be offered through the Wellness Centers in partnership with community-based organizations for students, families, and staff, ranging from trauma-informed care practices, small group therapy, community resources, and check-ins. Although the Wellness Centers are located in the four secondary school sites, the continuation education high and elementary schools will also have access to the centers. Student voice and agency are essential in creating the space for learning, healing, and wellness. (Priorities: 5, 6, and 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1.a	School Climate:	2023-24 (as of April 2024)			Increase by 5%: Total: 13701	

	Number of visits to the wellness centers during class time	Total: 13049 K-5: 2301 K-8: 1345 Middle Schools: 4911 High School: 4492			K-5: 2416 K-8: 1412 Middle School:5156 High School: 4716	
3.1.b	School Climate: Number of students referred to outside agencies and community partnerships.	2023-24 (as of April 2024) Total: 209 Elementary Schools: 56 K-8: 57 Middle Schools: 36 High Schools: 60			Intensive/Tier 3 referral range between 1%-3% of district populations referred out. Total: 84- 241 Elementary:26-79 students K-8: 13-39 students Middle Schools: 15-45 students High Schools: 26-78 students	
3.1.c	School Climate: Number of mental health engagement activities that are hosted on-site by wellness	2023-24 Whole school activities grades TK-5: 5 per semester (1 for parents) 6-12: 10 per semester (2 for parents)			Whole school activities: TK-5: 8 per semester 6-12: 13 per semester	
3.1.d	School Climate: Number of referrals to the wellness center	2023-24 (as of April 2024) Total: 1243 Self referral: 183 Staff referral:1002 Parent/Guardian referral: 56			Increase by 5% Total: 1305 Self referral: 192 Staff referral: 1052 Parent/Guardian referral: 58	

3.1.e	School Climate: Number of visits of students during non-class time (before school, brunch, after school)	2023-24 (as of April 2024) Total: 25,488 Middle Schools: 18431 High Schools: 7057			Increase by 2% Total: 25997 Middle Schools: 18799 High Schools: 7198	
3.1.f	School Climate: Number of students who know about the wellness centers and how to access them.	2024-25 Baseline information will be collected			100% of students will know about the wellness centers/spaces, and how to access them.	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1.a	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Professional development, release time, stipends, extra hours, materials, and supplies to support staff, students, and families' social, emotional, and wellness needs to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$57,000.00	Yes
3.1.b	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access	Staffing, professional development, release time, stipends, extra hours, materials, and supplies to provide school-based mental health support and promote self-regulation through guided activities to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Learning Recovery Grant and LCFF Supplemental)	$570,066.00	Yes

	to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.1.c	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for	A new wellness center (Central), infrastructure (Central, Murphy, Sobrato, Live Oak), and enhancements (Murphy, Live Oak, Sobrato) will help develop, enhance, and expand school-based behavioral health centers. Focusing on racial equity will address a broad continuum of prevention, early intervention, and service needs as well as the necessary infrastructure, technology, and training to effectively support the public behavior health system to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (2 year - SBWC Wellness Grant)	$1,238,782.00	No

	English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.1.d	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic	Wellness counseling staffing support is needed to increase elementary students' ability to access instruction, leading to college and career readiness and improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). (Title I)	$404,935.00	No

	Absenteeism, Suspension, Graduation Rate)			

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,576,388	$0

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
8.954%	1.277%	$$1,096,132.12	10.231%

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
1.0.a	**Action:** TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard). **Need:**	This action will build teacher capacity in literacy, including identifying ways to support unduplicated students. English Learners scored Red on the CA Dashboard	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading

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 to improve literacy rates. English Learners scored Red on the CA Dashboard. SED students scored Orange on the CA Dashboard. **Scope:** LEA-wide		
1.0.b	**Action:** TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard). **Need:** Need to build capacity and learning on the new math framework; with a focus on building capacity in order to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	We need to improve math achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (all Red on the CA Dashboard)	1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Math
1.0.c	**Action:** Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development for certificated teachers and site administrators to improve student learning and achievement in literacy and mathematics specific to DLI programs to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math

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: Need to improve literacy and math outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students enrolled in DLI programs. **Scope:** Schoolwide		1.0.h Pupil Achievement: High School Seal of Biliteracy
1.0.e	**Action:** District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Need:** Need to specifically monitor students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Scope:** LEA-wide	Need identified via Differentiated Assistance. Data will be used to monitor student progress and structure targeted interventions and supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.f	**Action:** Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for	The district's Independent Study Program provides an alternative instructional pathway for approximately 70 TK-12 students. In this hybrid program, there is a clear need to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment

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
	English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** Support students who need an alternate instructional pathway to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.h	**Action:** Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** Need is to allocate resources directly to school sites to ensure equitable support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students in meeting their academic needs as part of the District initiative **Scope:** LEA-wide	Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups through teacher stipends, extra hours, and release time for collaboration; additional staffing for small group instruction; providing additional resources and support to strengthen Universal/Tier I and Targeted/Tier II instruction; and supplemental instructional materials to ensure equitable support to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.l	**Action:** School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school	The implementation of these digital platforms will allow for a comprehensive approach to robust web filtering and more agile classroom management systems to ensure a safer and more productive	1.0.b Basic Services: William's Act Access to Instructional Materials

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
	sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** Need to ensure digital safety to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** 　LEA-wide	learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. This will provide access to the security software on various devices and platforms to accommodate frequent changes in schools and living situations. Provide clear and concise instructions in multiple languages to ensure understanding. Prioritize access to devices and internet connectivity to enable the use of security software. Offer flexible options for software installation and updates (Foster and Homeless Youth). Provide the security software with user-friendly interfaces and clear instructions in multiple languages. Offer ongoing support and training to help EL students understand and use the software.	
1.0.m	**Action:** Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Need to collect, analyze, and report on disaggregated student achievement data to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students **Scope:**	Access to data monitoring tools is needed to collect, evaluate, analyze, and report on student academic progress. Disaggregated data is particularly required to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students and address the Differentiated Assistance plan.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.i Implementation of State Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.0.n	**Action:** Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Need:** There is a need for staff professional development on curriculum and assessment platforms to support student achievement, with a focus on intervention to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	To address achievement gaps in ELA and Math, the district will provide targeted professional development for teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. This training will prioritize engaging instructional strategies proven to support the success of all learners.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.o	**Action:** New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Need for induction support for new teachers to improve outcomes for English Learners,	Need for induction support for new teachers with a particular focus on instructional strategies and resources that will provide equitable access for students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.a Basic Services: Teachers appropriately assigned & fully credentialed 1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment

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
	Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.p	**Action:** Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics) **Need:** Provide professional development for teachers, including new hires, to ensure District alignment of programs and services and improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Targeted Professional Development for District-Wide Alignment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.q	**Action:** Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Oversight of district initiatives to ensure equitable access and improved outcomes for Foster Youth and Socioeconomically Disadvantaged students. Actions include staffing to support site and district programs and mileage for site visits to coordinate and support programs related to student improvement.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment

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: Monitor the implementation of district programs to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.r	**Action:** Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Digital licenses for programs that support equity and access to core content to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Need for licenses and professional development across the district on two districtwide programs that are used to provide tiered interventions, scaffolding, and access supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.s	**Action:** VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Allocation will allow for VAPA-specific professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.d Course Access: Student Access to a Broad Course of Study

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. (Differentiated Assistance - Academics) **Need:** Need to support VAPA teachers with professional development and resources to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.0.t	**Action:** Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** MTSS Districtwide Framework to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Need for the development of a comprehensive MTSS framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success, for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.1.a	**Action:** K-2 Early Literacy - Provide professional development and curriculum to improve	Providing consistent professional development and curricular materials across all K-2 classrooms will ensure that all students have access to the	1.1.a Pupil Achievement: Statewide Assessment

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
	literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics). **Need:** Supplementing the literacy foundational skills instruction is needed to ensure that all K-2 students have consistent access to phonological awareness and phonics instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	foundational skills needed to become successful readers to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.b	**Action:** Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics). **Need:** Local and state data indicate that students identified as English Learners, Homeless Youth, Foster Youth, and Socioeconomically	Reading Intervention Teachers provide Targeted/Tier II or Intensive/Tier III reading support in a separate, small group environment to students who have not yet been successful with Targeted/Tier II reading support in the classroom. They use separate curriculum and intervention strategies to those provided by the classroom teacher to differentiate foundational reading skills instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

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
	Disadvantaged perform two or more level below their on-level peers **Scope:** Schoolwide		
1.1.c	**Action:** Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Local and state data indicate that students identified as English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more level below their on-level peers **Scope:** Schoolwide	Bilingual paraeducators provide Targeted/Tier II support in the classroom environment and small group pull-outs to students who need additional support accessing instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.1.c Pupil Achievement: California Spanish Assessment 1.1.d Pupil Achievement: iReady Reading Assessment 1.1.e Pupil Achievement: iReady Math Assessment
1.1.d	**Action:** MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math	Under the supervision of the Reading Intervention Teacher, Literacy/MTSS paraprofessionals provide Targeted/Tier II or Intensive/Tier III reading support in a separate, small group environment to students who have not yet been successful with	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA)

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
	instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more levels below their on-level peers **Scope:** Schoolwide	Targeted/Tier II reading support in the classroom. They use separate curriculum and intervention strategies to those provided by the classroom teacher to differentiate foundational reading skills instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.d Pupil Achievement: iReady Reading Assessment
1.1.e	**Action:** Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students	Reading Intervention Teachers and Literacy/MTSS paraeducators have access to Targeted/Tier II and Intensive/Tier III training and curriculum that differs from the Universal/Tier I resources to provide differentiated instruction to students who have not yet been successful with classroom materials to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

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
	perform two or more levels below their on-level peers **Scope:** Schoolwide		
1.1.f	**Action:** Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics). **Need:** There is a need to engage students in developing literacy skills through practice and self-motivation to choose to read to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	This incentive program will engage students in a gamified, friendly reading competition between school sites to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.g	**Action:** TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English	Providing professional development and resources to TK-5 teachers will help students develop strong foundational math skills early in their academic careers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in Mathematics 1.1.e Pupil Achievement: iReady Math Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Based on the CA School Dashboard and local indicators, there is a need to improve foundational math skills to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Scope:** LEA-wide		
1.1.h	**Action:** Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism) **Need:** There is a need to provide students with engaging specialized content while also providing classroom teacher release time during the school day for collaborating in	Students receive instruction with content specialists which helps engage students who may not be as successful with other content areas. Additionally, teachers engage in PLT meetings during the time their students are with the content specialists to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.d Course Access: Student Access to a Broad Course of Study

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
	Professional Learning Teams (PLTs) to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.1.m	**Action:** Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard) **Need:** Elementary students need support developing foundational reading skills based on state and local assessment data to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged **Scope:** LEA-wide	An Elementary Literacy TOSA can provide professional development to administrators and teachers and co-planning, modeling, and providing feedback on instruction. The TOSA also provides specialized training to the Reading Intervention Teachers and MTSS paraeducators to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.n	**Action:** College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and	CCMTs provide access to the library (CA School Dashboard - Academics) in addition to maintaining digital devices so that students can access online resources to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

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
	Socioeconomically Disadvantaged students (CA School Dashboard - Academics) **Need:** Students need access to library materials to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics) **Scope:** Schoolwide		
1.2.a	**Action:** Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics) **Need:** State and local assessments indicate that English Learners, Foster Youth, and Socioeconomically Disadvantaged students are not performing adequately in mathematics. **Scope:** LEA-wide	Ensure the development and implementation of effective math curricula, provide ongoing professional development for math teachers, analyze student data to inform instruction, and offer individualized support and coaching to teachers to improve math instruction and student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in Mathematics 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.f Pupil Achievement: iReady Math Assessment
1.2.b	**Action:**	Students enrolled in AVID take an elective class that focuses on writing, critical thinking, teamwork,	1.2.a Pupil Achievement: Statewide Assessment

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
	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students need support engaging in classwork and effectively implementing learning strategies to learn new and retain new content. **Scope:** Schoolwide	organization, and reading skills. Additionally, its strategies are designed to be implemented schoolwide, benefiting all students. The goal is to create a culture of college readiness and high expectations throughout the school with a focus on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment
1.2.c	**Action:** Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate) **Need:**	The program provides academic tutoring, college and career coaching, and various outreach activities to help English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities find academic success in middle school and create a path to college.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment

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
	English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities need additional college/career support and might not pursue higher education due to language or socioeconomic barriers. **Scope:** LEA-wide		1.2.f Pupil Achievement: iReady Math Assessment
1.2.d	**Action:** College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students need to gain the knowledge, skills, and experiences necessary to make informed decisions about their future and succeed in their postsecondary endeavors **Scope:** Schoolwide	College and career readiness activities are designed to prepare English Learners, Foster Youth, and Socioeconomically Disadvantaged students for successful transitions from middle school to high school and postsecondary education and the workforce.	1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment

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
1.2.g	**Action:** Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension) **Need:** Need to improve student outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth at both middle schools. Significant student populations are in the Red on the CA Dashboard. **Scope:** Schoolwide	MIddle school counseling program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. Counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs. This is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment
1.3.a	**Action:** Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:**	CTE provides practical skills, career exploration opportunities, and pathways to both college and career success. Increasing support and CTE enrollment rates for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements

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
	There is a need for additional CTE professional development and work to be done outside of the contractual work day. There is a need to offer relevant, engaging learning experiences that enhance student retention rates and foster community partnerships; increasing support and CTE enrollment rates for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide		1.3.c Pupil Achievement: Graduates who have successfully completed both requirements for UC/CSU a-g and CTE pathway requirements 1.3.d Pupil Achievement: Graduates who have successfully completed a CTE pathway in high school
1.3.b	**Action:** AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics) **Need:** Need to provide professional development and materials specific to address the needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide	AP Capstone is a powerful indicator of college readiness. Engaging in interdisciplinary studies and research projects for English Learners, Foster Youth, and Socioeconomically Disadvantaged students to develop the ability to think critically, evaluate evidence, and solve complex problems.	1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 h Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher
1.3.c	**Action:** Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or	This partnership will provide the schools with actionable student data on AP/Dual Enrollment data and student perception data on course access and equity. Sites use this data to inform	1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment

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	socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics) **Need:** Need to increase the number of English Learners, Foster Youth, and Socioeconomically Disadvantaged students in AP courses, Dual Enrollment courses, and other challenging courses. **Scope:** LEA-wide	strategic actions and planning. This action addresses the need at all comprehensive high schools to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.3 h Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher
1.3.d	**Action:** Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics) **Need:**	Freshmen on Track supports English Learners, Socioeconomically Disadvantaged, and Foster Youth during a pivotal transition in their academic journey, as successful navigation can set the tone for future academic success and graduation.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements

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 to identify English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind academically or experiencing social difficulties based on data analysis of attendance, grades, and behavior records from middle school. **Scope:** Schoolwide		
1.3.f	**Action:** AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth need support in successfully engaging in classwork and effectively implementing learning strategies and plan. **Scope:** LEA-wide	Students enrolled in AVID take an elective class that focuses on writing, critical thinking, teamwork, organization, and reading skills. Additionally, its strategies are designed to be implemented schoolwide, benefiting English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. The goal is to create a culture of college readiness and high expectations.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 k Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grade 11

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
1.3.g	**Action:** Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates) **Need:** English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses need to retake and earn credits needed for graduation **Scope:** Schoolwide	Provide access to credit recovery courses to all English Learners, Socioeconomically Disadvantaged, and Foster Youth.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements
1.3.h	**Action:** CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate) **Need:**	The program provides academic tutoring, mentoring, college and financial aid advising, and various outreach activities to help English Learners, Foster Youth, and Socioeconomically Disadvantaged students navigate the path to college.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements 1.3.c Pupil Achievement: Graduates who have successfully completed both requirements for

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
	Support for English Learners, Foster Youth, and Socioeconomically Disadvantaged who might not pursue higher education due to language, socioeconomic, and other barriers and challenges. **Scope:** LEA-wide		UC/CSU a-g and CTE pathway requirements 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 i Student Outcomes: 9th graders passing IM1 with a grade C or better
1.3.i	**Action:** Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students need guidance on course selection, college and career planning, and personal development **Scope:** Schoolwide	Counselors help for English Learners, Foster Youth, and Socioeconomically Disadvantaged students to navigate academic challenges, set and achieve goals, and address social-emotional needs, ensuring a well-rounded and successful educational experience.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 i Student Outcomes: 9th graders passing IM1 with a grade C or better

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
1.3.j	**Action:** Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate) **Need:** There is a need to provide targeted assistance, evaluate and improve educational programs, and help English Learners, Socioeconomically Disadvantaged, and Foster Youth achieve their long-term educational and career goals **Scope:** Schoolwide	Post-secondary tracking ensures that English Learners, Foster Youth, and Socioeconomically Disadvantaged students receive the necessary support and resources to succeed after high school and provide feedback to the District on the effectiveness of programming.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment
1.3.n	**Action:** State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness) **Need:** There is a need to recognize English Learners, Foster Youth, and Socioeconomically Disadvantaged students' proficiency in	This achievement validates the language skills of English Learners, Foster Youth, and Socioeconomically Disadvantaged students and promotes the value of multilingualism in an increasingly interconnected world.	1.3 e Pupil Achievement: Graduates who have successfully completed the requirements for a Seal of Biliteracy

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
	multiple languages, enhancing their college and career opportunities while fostering cultural understanding and global citizenship **Scope:** LEA-wide		
1.3.o	**Action:** State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness) **Need:** There is a need to recognize the commitment of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to active citizenship and community service. **Scope:** LEA-wide	This award encourages students to become engaged members of society, fostering a sense of civic responsibility and leadership that is valuable both for their future success and for the betterment of their communities	1.3.a Pupil Achievement: High School Graduation Rates
1.3.p	**Action:** College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to	College visits help English Learners, Foster Youth, and Socioeconomically Disadvantaged students make informed decisions about their college choices and envision themselves as part of a	1.3.a Pupil Achievement: High School Graduation 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
	explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate) **Need:** There is a need to provide equitable access to college campuses to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students in making decisions about their post-secondary options **Scope:** LEA-wide	particular institution, ultimately influencing their college application and enrollment decisions	1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment
1.5.a	**Action:** Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study) **Need:**	Equipping educators with the knowledge, skills, and resources to implement inclusive practices, schools can create learning environments that cater to the diverse needs of their student population, promote academic success, and foster a sense of belonging for every student, leading to improved academic outcomes and a more inclusive school culture to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities.	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics

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
	State and local data indicate that dually identified students with disabilities are not performing at the same level as other student groups. A recent special education study also indicates a need for more inclusive instructional practices across the district to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities. **Scope:** Schoolwide		1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading Assessment: Grades K-5 Grade Level or Above 1.1e Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above
1.5.b	**Action:** Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study) **Need:** State and local data indicate that students with disabilities are not performing at the same level as other student groups. The special	By establishing a district-wide inclusion framework, schools can create a cohesive and systematic approach to promoting equity, diversity, and inclusion throughout the district, ultimately leading to improved student outcomes and a more inclusive learning environment to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading

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
	education study also indicates a need for more inclusive instructional practices across the district to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities **Scope:** LEA-wide		Assessment: Grades K-5 Grade Level or Above 1.1e Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above
1.5.c	**Action:** Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities who struggle to self-regulate continue to escalate until they engage in a behavior leading to suspension **Scope:** LEA-wide	Behavior de-escalation training helps create a safe and supportive learning environment for all students by providing staff with the skills to de-escalate challenging situations safely and respectfully, improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities	1.4m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level 3.0f School Climate: Suspension Rate

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.d	**Action:** Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study) **Need:** Students need additional support to fully engage in the general education curriculum and instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities **Scope:** Schoolwide	Classified inclusion staff work collaboratively with classroom teachers and special education teams to ensure that students with disabilities receive appropriate accommodations and support to participate fully in the general education curriculum and improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated
1.5.f	**Action:** Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	By providing training for the professional growth of paraprofessionals, schools can improve the overall quality of education and foster a more inclusive and supportive learning environment to ensure improved outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities.	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate

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: There is a need to deliver differentiated instruction and improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. **Scope:** LEA-wide		English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading Assessment: Grades K-5 Grade Level or Above 1.1e Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above 1.4m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level 3.0f School Climate: Suspension Rate
2.0.a	**Action:** School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:**	Bilingual Community Liaisons foster an inclusive school community by ensuring that language barriers do not impede parents' involvement in their children's education. This enhances student success and promotes strong school-family partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate

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
	There is a need for assistance with translating and interpreting during meetings, parent-teacher conferences, and school events, as well as helping families understand school policies, programs, and resources to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** 　LEA-wide		1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate
2.0.b	**Action:** Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to provide targeted training to ensure that community liaisons are well-prepared to bridge the gap between the school and diverse families, facilitate effective communication, and foster a supportive and inclusive school environment to improve outcomes for English Learners, Foster Youth,	Well-trained Bilingual Community Liaisons foster an inclusive school community by ensuring that language barriers do not impede parents' involvement in their children's education. This enhances student success and promotes strong school-family partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of LTELs 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.c All Community Liaisons participate in at least 3 formal family

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
	and Socioeconomically Disadvantaged students. **Scope:** 　LEA-wide		engagement professional development activities per year.
2.0.c	**Action:** Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need for is a dedicated space within the district designed to foster collaboration between the school, families, and the broader community to provide access to resources, support, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** 　LEA-wide	The goal of the Family and Community Engagement Center is to strengthen the partnership between schools, families, and the community, ultimately enhancing student success and creating a more inclusive and supportive educational environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.d Parent Involvement

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
2.0.d	**Action:** Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to ensure the effective management and coordination of initiatives that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	The Family and Community Engagement (FACE) Center Lead will organize resources, workshops, and events and facilitate communication between the district and the community; the Lead helps to build strong partnerships that enhance student success, support family engagement, and create a more inclusive and supportive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.d Parent Involvement
2.0.e	**Action:** Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies,	By providing support and guidance on various aspects of parenting and education, these programs help strengthen the home-school partnership, improve student outcomes, and create a supportive environment conducive to academic success and personal growth to improve	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment

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
	navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Empowering parents and guardians with the tools and resources to actively engage in their children's education and overall well-being will improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.g Parent Involvement / Pupil Engagement
2.0.f	**Action:** Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	By actively implementing the plan, schools ensure that families feel valued, engaged, and connected to the school community, leading to improved academic outcomes and a more supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School Graduation rate 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate

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: There is a need to foster collaboration between the school, families, and the broader community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
2.0.h	**Action:** Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** Need to allocate resources directly to school sites to engage families and the community in supporting to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Collaborate with school sites in aligning the District initiative to engage families and the community in supporting the academic needs of unduplicated student groups through increased communication opportunities and avenues as well as parent meetings and family events to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.g Parent Involvement / Pupil Engagement
3.0.a	**Action:** District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the	The data collected from these surveys helps inform decision-making, policy development, and targeted interventions to promote a positive and supportive school climate conducive to academic success and well-being for all stakeholders and	3.0.h: School Climate: Survey Responses School Climate

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
	school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to identify areas where improvements are needed, address concerns, and implement targeted strategies to create a safe, inclusive, and supportive school environment that fosters academic achievement, social-emotional development, and well-being for students, staff, and families to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard—Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide	improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	
3.0.b	**Action:** School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-	By providing these supports and training, schools can foster a positive school culture and climate that promotes academic success, social-emotional development, and overall well-being for all school community members to improve student outcomes	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.f: School Climate: Suspension Rate (DataQuest)

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
	building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to provide professional development and resources to schools to cultivate a positive and inclusive environment conducive to learning and well-being based on CA Dashboard Chronic Absenteeism and Suspension data to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** LEA-wide	for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged.	3.0.g: School Climate: Expulsion Rate (DataQuest) 3.0.l: School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)
3.0.c	**Action:** Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring,	These partnerships can address students' complex and multifaceted needs by leveraging the expertise and resources of various stakeholders, including schools, community organizations, and mental health agencies. This approach enhances access to support services and promotes coordination and collaboration, ultimately fostering a supportive and nurturing environment that	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate

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
	family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** It is necessary to ensure that students receive the holistic support they require to thrive academically, socially, and emotionally based on Hanover, CA School Dashboard, and Differentiated Assistance data to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** Schoolwide	promotes student well-being and success to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	(DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest)
3.0.d	**Action:** Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged	By incorporating health and wellness education into the curriculum, schools can equip students with the knowledge, skills, and strategies to make healthy choices, cope with stress, build positive relationships, and navigate challenges effectively. This proactive approach supports students' immediate well-being and lays the foundation for lifelong health and resilience, ultimately contributing to their academic success and overall quality of life to improve student outcomes for	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest)

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 (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Students face various challenges related to physical health, mental health, and social-emotional development. Based on survey data, we must improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide	English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest) 3.0.k: School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)
3.0.f	**Action:** Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to uphold legal requirements, promote accountability, facilitate communication, and support data-driven decision-making, all of which contribute to the effective operation of educational institutions to improve student outcomes for English	These services ensure compliance with legal and regulatory requirements, facilitate educational partner communication, and support educational institutions' decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	3.0 h: School Climate: Survey Responses School Climate 3.0 b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, Foster Youth, and Socioeconomically Disadvantaged students. These include accessibility and convenience (remote access, 24/7 availability, multiple languages); efficiency and timeliness (quick processing, immediate notifications); enhanced data accuracy (Consistent information, minimized errors); target support and resources (early identification, resource allocation); family engagement (user-friendly, support options and access). (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide		
3.0.h	**Action:** School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Enhancing school safety, reducing absenteeism and suspensions, and improving academic performance and graduation rates are necessary to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	By providing a supportive and secure environment, the site teams the unique challenges of vulnerable students, promoting inclusivity and equity in education to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	3.0.b: Chronic Absenteeism 3.0.f: Suspension Rate 3.0.m: School Climate: Safety Assessment Training 3.0 n: Pupil Engagement/School Climate: Number of school activities 3.0 o: School Climate and Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.0.j	**Action:** CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Provide wraparound services, including materials, travel vouchers, other hygiene supplies, clothing, professional development, tutoring support, etc. Connection to housing, food, shelter, healthcare, mental health, and clothing resources. In addition, supporting job and employment training, transportation, and advocacy to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** LEA-wide	LEAs and schools support homeless youth by providing essential resources like food, clothing, and hygiene kits, offering on-site healthcare and mental health services, and ensuring educational continuity with tutoring and transportation. They prepare students for employment through career counseling and job readiness programs and offer family counseling and peer support to enhance stability. Life skills education and safety measures create a secure environment, while centralized resource hubs and technology access ensure resource availability. These comprehensive, schoolwide actions promote equity and help homeless youth achieve academic and personal success to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students.	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.i: Pupil Engagement: Number of home visits completed by CARE staff (Aeries)
3.0.k	**Action:**	Offering relevant curriculum, extracurricular activities, personalized support, addressing	3.0.a: Pupil Engagement: Attendance Rate as of P2

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
	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism) **Need:** Supportive, inclusive, and engaging school environment that encourages regular attendance and active participation. This involves offering relevant curriculum and activities, personalized support, and addressing barriers like transportation and health issues. Providing base needs to students to ensure they have the necessary resources and support to stay engaged and succeed academically to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). **Scope:** LEA-wide	barriers like transportation and health issues, providing staff with professional development, and creating a supportive and inclusive school environment. These measures increase participation and regular attendance, benefiting vulnerable groups like English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Implementing these actions LEA-wide or schoolwide ensures students receive consistent support, promoting equity and improving overall academic outcomes and graduation rates to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students.	(CALPADS) 3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)
3.0.o	**Action:** Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the	Providing targeted resources directly to school sites enables them to implement strategies and programs specifically catering to the unique educational and social-emotional needs of English	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment

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
	district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). **Need:** Ensure equitable climate and culture support to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Chronic Absenteeism). **Scope:** LEA-wide	Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 3.0.n Pupil Engagement/School Climate: Number of school activities
3.1.a	**Action:** Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Support and professional development for staff are needed to ensure that these professionals can effectively address students' complex and	Ongoing professional development helps staff stay updated on best practices, enhances their ability to support student well-being, and fosters a positive environment within the wellness centers and spaces to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Chronic Absenteeism).	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 3.1.a School Climate:

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
	diverse needs and improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). **Scope:** LEA-wide		Number of visits to the wellness centers during class time
3.1.b	**Action:** Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to effectively address mental health issues, provide counseling and therapy, and create individualized support plans to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	Licensed and Associate Mental Health Professionals provide essential services for improving students' emotional well-being, academic performance, and overall quality of life, thereby fostering a healthier and more supportive school environment to improve outcomes for English Learners, Foster Youth, Homeless Youth ,and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 3.1.a School Climate: Number of visits to the wellness centers during class time

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		

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
1.0.u	**Action:** Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard). **Need:** There is a need to create a more equitable and effective educational environment that addresses the needs of unduplicated students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the need by reallocating staff time to analyze student data to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.i Implementation of State Standards

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4.a	**Action:** English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics). **Need:** English Learners score in the Red on the CA School Dashboard for ELA and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:** Limited to Unduplicated Student Group(s)	The ELD TOSA provides targeted professional development to school administrators and classroom teachers to support students identified as EL through designated and integrated ELDs and English Learner Facilitators (ELFs) to improve outcomes for English Learners. The ELD TOSA also monitors and oversees the reclassification process to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.c	**Action:** English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics). **Need:** English Learners score in the Red on the CA School Dashboard for English Language Arts (ELA) and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:**	Under the guidance of the English Language Development (ELD) Teacher on Special Assignments, English Learner Facilitators (ELFs) provide targeted professional development to classroom teachers to support students identified as English learners through designated and integrated ELD. The ELFs also monitor and oversee the reclassification process to improve outcomes for English Learners	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.d	**Action:** Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learner score in the Red on the CA School Dashboard for English Language Arts (ELA) and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:** Limited to Unduplicated Student Group(s)	Targeted professional development to classroom teachers to support students identified as English Learners through designated and integrated English Language Development to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.e	**Action:** Multilingual Achievement Ceremony to improve outcomes for English Learners **Need:**	The celebration recognizes the achievements of students who have achieved English proficiency and incentivizes other English Learners to work toward proficiency to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	There is a need to promote reclassification and recognize students who have achieved English proficiency to improve outcomes for English Learners. **Scope:** Limited to Unduplicated Student Group(s)		
1.4.f	**Action:** Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners score in the Red on the CA School Dashboard for ELA and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:** Limited to Unduplicated Student Group(s)	Provide secondary teachers with site-based training in Constructing Meaning strategies to increase student access to the curriculum to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.h	**Action:** Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Provide designated ELD curriculum and professional development to secondary teachers to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners score in the Red on the CA School Dashboard for ELA and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:** Limited to Unduplicated Student Group(s)		1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.i	**Action:** English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** ELPAC/ELPI score analysis, EL/RFEP progress monitoring, reclassification, translated parent letters, FPM support to improve outcomes for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Provide school and district staff with access to ELPAC/ELPI score analysis and EL/RFEP progress monitoring as well as instructional resources to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.j	**Action:** Early Learning Multilingual Learner Support.to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners perform below their English Only peers on state and local assessments. **Scope:** 　Limited to Unduplicated Student Group(s)	Providing specialized professional development, classroom observations, and coaching feedback will better prepare teachers to meet the needs of TK-3 grade English Learners. Providing classroom visit feedback and coaching support to site administrators and district teachers on special assignment will equip them to support classroom teachers in meeting the needs of English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math
1.4.k	**Action:** Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Secondary D-ELD courses specifically to support Long Term English Learners	This action is implemented on an LEA-wide basis to ensure equitable access to resources and support across all schools for English Learners by developing designated ELD courses specifically targeting Long-Term English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: 　Limited to Unduplicated Student Group(s)		SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
3.0.e	**Action:** Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Materials, travel vouchers, other hygiene supplies, clothing, professional development, tutoring support. Connection to housing, food, shelter, healthcare, mental health, and clothing resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** 　Limited to Unduplicated Student Group(s)	LEAs and schools support homeless youth by providing essential resources like food, clothing, and hygiene kits, offering on-site healthcare and mental health services, and ensuring educational continuity with tutoring and transportation. They prepare students for employment through career counseling and job readiness programs and offer family counseling and peer support to enhance stability. Life skills education and safety measures create a secure environment, while centralized resource hubs and technology access ensure resource availability to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.i: Pupil Engagement: Number of home visits completed by CARE staff (Aeries)

1.0.u - There is a need to create a more equitable and effective educational environment that addresses the needs of unduplicated students to improve outcomes for English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities. As such, multiple staff members spend significant time disaggregating district assessment data by student groups to provide guidance on instructional strategies for teachers and paraprofessionals to address students' achievement gaps in our lowest-performing student groups. Based on this need, the methodology we used was to determine the approximate amount of time each of the various personnel are spending on this work and computed the cost associated with such work. The many staff members involved in this process include, but are not limited to, Teachers who are instructional leaders and serve on the Guiding Coalitions at each site, site Principals, the Coordinator of Data Analysis and Special Projects, the Director and Supervisor of Student Services, as well as the Director of Elementary Education, and Assistant Superintendent of Educational Services. Once we determined the current cost associated with this work, we calculated how many full-time Data Coordinators the district would need to hire solely to complete this work. The calculation of time associated with disaggregating and analyzing the data by sub-group, translating the data into guiding practices and instructional strategies, and then providing professional development, coaching, and follow-up activities to staff was determined to cost approximately $1,244,000. A Data Coordinator's average salary plus benefits (statutory and H/W) is $165,867 annually. Therefore, at a cost of $1.244M the district would have been able to hire 7.5 Data Coordinators to perform these tasks. This would have allowed us to have a Coordinator for each of the two comprehensive high schools and two middle schools, one half time Coordinator at the Alternative High School, and three additional positions shared across the eight elementary sites (1.0FTE to serve the two K-8 schools and the remaining 2.0FTE that would share 3 sites each).

Methodology for Cost of Data Analysis:

Guiding Coalition: $345,000
5 hours per month for 72 teachers
50 hours a year / 1170 work hours
~ 3 teachers

13 Principals @ 25% = $571,805

Coordinator of Data Analysis and Special Projects @ 50% = $99857

Director of Student Services @ 25% = $57580
Supervisor of Student Services @ 50% = $32792

Director of Elementary Education @ 25% = $56962

Assistant Superintendent of Educational Services @ 25% = $79912

Staff working on Data Analysis Total Cost = $1.244 million annually.   Qualitative % = $1,244,000 / $84,614,567 = 1.47%

Equivalent to 7.5 Data Coordinators @ $166K ea:
One each for the middle and high schools (4.0FTE)
.5FTE at the Alternative High School
Three split across the eight elementary sites (1.0FTE for the two K-8 sites and the remaining 2.0FTE to share six smaller elementary sites)

1.4.j

1.4.j TOSA's to provide professional learning to support multilingual learners at grade levels TK-3. With eight Elem Sites and three teachers at each grade level, we would need three full-time TOSA's to develop and provide the professional training and follow up with on-site classroom observations and coaching. One TOSA would need to be a specialist in dual language immersion to support our two DLI sites. The other two TOSA's would support the remaining six elementary sites. The PD is accomplished over three days (1 per trimester). This would require 72 days of teacher release time and approximately $1000 in supply costs.

Methodology for Cost Analysis:
3 TOSA's at $115,000 ea = $345,000
72 Sub release days @ 295 = $21,240
Supplies = $1000.

Total Cost = $367,240 Qualitative % Calculation = $367,240 / $84,614,567 = .43%

Total Qualitative % = 1.9%

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.

Morgan Hill Unified School District does not receive additional concentration funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	84,614,567	7,576,388	8.954%	1.277%	10.231%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,510,110.29	$5,563,529.23	$3,660,370.34	$700,447.00	$17,434,456.86	$9,427,749.23	$8,006,707.63

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
1.0	1.0.a	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$23,325.00	$26,000.00	$49,325.00				$49,325.00
1.0	1.0.b	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$27,990.00	$10,000.00	$37,990.00				$37,990.00
1.0	1.0.c	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn, P.A. Walsh, Britton, Live Oak TK-12	2024-27	$17,800.00	$8,000.00	$25,800.00				$25,800.00
1.0	1.0.d	Base Instructional Program - Provide access to the core	All	No				2024-27	$0.00	$400,000.00		$400,000.00			$400,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		instructional program for all students focusing on English Learners, Homeless, and Students with Disabilities (Differentiated Assistance - Academics).													
1.0	1.0.e	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$18,660.00	$301,549.81	$112,777.31	$207,432.50			$320,209.81
1.0	1.0.f	Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$310,715.00	$310,715.00				$310,715.00
1.0	1.0.g	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	Migrant Students All	No					2024-27	$143,000.00	$30,600.00				$173,600.00	$173,600.00
1.0	1.0.h	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$586,368.08	$586,368.08				$586,368.08
1.0	1.0.i	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and	EL, FY, SED All	No					2024-27	$369,532.00	$15,000.00		$384,532.00			$384,532.00

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
		Socioeconomically Disadvantaged students.													
1.0	1.0.j	Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	All	No				2024-27	$175,857.73	$0.00		$175,857.73			$175,857.73
1.0	1.0.k	Inventory Control - Ensure maintenance of and equitable access to instructional resources at all school sites for all students and staff.	All	No				2024-27	$0.00	$55,130.00		$55,130.00			$55,130.00
1.0	1.0.l	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$74,767.00	$74,767.00				$74,767.00
1.0	1.0.m	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$35,999.50	$35,999.50				$35,999.50
1.0	1.0.n	Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$87,917.00	$87,917.00				$87,917.00

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
		Assistance - Academics).														
1.0	1.0.o	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$43,615.00	$1,000.00	$44,615.00				$44,615.00
1.0	1.0.p	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$78,372.00	$0.00	$78,372.00				$78,372.00
1.0	1.0.q	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$103,063.44	$60,000.00	$163,063.44				$163,063.44
1.0	1.0.r	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$29,110.00	$28,000.00	$29,110.00	$28,000.00			$57,110.00
1.0	1.0.s	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$25,000.00	$25,000.00				$25,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)														
1.0	1.0.t	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,500.00	$10,000.00	$12,500.00				$12,500.00
1.0	1.0.u	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$0.00	$0.00				$0.00
1.1	1.1.a	K-2 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	2024-27	$18,660.00	$200,000.00	$18,660.00	$200,000.00			$218,660.00
1.1	1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5	2024-27	$1,204,924.64	$0.00	$1,204,924.64				$1,204,924.64

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
		instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).													
1.1	1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn	2024-27	$148,951.30	$0.00	$148,951.30				$148,951.30
1.1	1.1.d	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-5	2024-27	$362,655.90	$0.00	$362,655.90				$362,655.90

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
1.1	1.1.e	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	K-5	2024-27	$0.00	$1,575.00	$1,575.00				$1,575.00
1.1	1.1.f	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	2024-27	$0.00	$1,000.00	$1,000.00				$1,000.00
1.1	1.1.g	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$20,072.09	$15,700.00	$35,772.09				$35,772.09

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
1.1	1.1.h	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$0.00	$10,000.00	$10,000.00				$10,000.00
1.1	1.1.i	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	All	No				2024-26	$9,330.00	$0.00		$9,330.00			$9,330.00
1.1	1.1.j	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	All	No				2024-26	$78,750.00	$78,750.00		$157,500.00			$157,500.00
1.1	1.1.k	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	All	No				2024-26	$0.00	$51,585.00		$51,585.00			$51,585.00
1.1	1.1.l	UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-	All	No				2024-26	$0.00	$51,585.00		$51,585.00			$51,585.00

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
		aligned instructional program for students enrolled in transitional kindergarten.														
1.1	1.1.m	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$166,262.79	$0.00	$166,262.79				$166,262.79
1.1	1.1.n	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-8	2024-27	$313,853.49	$0.00	$313,853.49				$313,853.49
1.2	1.2.a	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$153,675.55	$0.00	$153,675.55				$153,675.55
1.2	1.2.b	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Martin Murphy	2024-27	$23,000.00	$10,000.00	$33,000.00				$33,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)													
1.2	1.2.c	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Martin Murphy, SMG	2024-27	$0.00	$10,000.00	$10,000.00				$10,000.00
1.2	1.2.d	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Murphy, SMG and Jackson 6-8	2024-27	$0.00	$20,000.00	$20,000.00				$20,000.00
1.2	1.2.e	Sixth Grade Connection - Help incoming sixth graders transition	EL, FY, HY All	No				2024-27	$15,000.00	$0.00		$15,000.00			$15,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)													
1.2	1.2.f	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)	All	No				2024-27	$0.00	$0.00	$0.00				$0.00
1.2	1.2.g	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton and Murphy 6-8	2024-27	$537,064.90	$0.00	$537,064.90				$537,064.90
1.3	1.3.a	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	2024-27	$10,000.00	$0.00	$10,000.00				$10,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.														
1.3	1.3.b	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato	2024-27	$0.00	$12,000.00	$12,000.00				$12,000.00
1.3	1.3.c	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-27	$0.00	$30,000.00	$30,000.00				$30,000.00
1.3	1.3.d	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9	2024-27	$0.00	$26,575.00	$26,575.00				$26,575.00

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
		Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)													
1.3	1.3.e	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)	EL, FY, SED All	No				2024-27	$0.00	$140,000.00			$140,000.00		$140,000.00
1.3	1.3.f	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9-12	2024-27	$22,000.00	$15,000.00	$37,000.00				$37,000.00
1.3	1.3.g	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)													
1.3	1.3.h	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato High School and Central High 9-12	2024-27	$0.00	$87,000.00	$87,000.00				$87,000.00
1.3	1.3.i	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)													
1.3	1.3.j	Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato, and Central High 9-12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00
1.3	1.3.k	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	EL, FY, SED All	No				2024-27	$15,000.00	$0.00		$15,000.00			$15,000.00
1.3	1.3.l	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.	All	No				2024-27	$2,043,856.34	$375,000.00		$405,040.00	$1,943,904.34	$69,912.00	$2,418,856.34
1.3	1.3.m	Academic Counselor for Central High School -	All	No				2024-27	$126,621.00	$0.00		$126,621.00			$126,621.00

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		Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)													
1.3	1.3.n	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00
1.3	1.3.o	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	2024-27	$9,330.00	$3,000.00	$9,330.00	$3,000.00			$12,330.00
1.3	1.3.p	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	12	2024-27	$0.00	$3,000.00	$3,000.00				$3,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)													
1.3	1.3.q	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard - College and Career Readiness)	All	No				2024-27	$0.00	$29,950.00		$29,950.00			$29,950.00
1.4	1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$147,081.83	$0.00	$147,081.83				$147,081.83
1.4	1.4.b	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	English Learners All	No				2024-27	$20,000.00	$0.00			$20,000.00		$20,000.00
1.4	1.4.c	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$42,933.00	$0.00	$42,933.00				$42,933.00
1.4	1.4.d	Professional Development- English Language Development to improve outcomes for English	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2024-27	$49,340.00	$0.00	$49,340.00				$49,340.00

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
		Learners.(Differentiated Assistance and CA School Dashboard - Academics)			Group(s)										
1.4	1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$1,000.00	$1,000.00				$1,000.00
1.4	1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton Middle School, Martin Murphy Middle School, Ann Sobrato High School, Live Oak High School	2024-27	$11,000.00	$0.00	$11,000.00				$11,000.00
1.4	1.4.g	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	English Learners All	No				2024-27	$15,930.00	$0.00			$15,930.00		$15,930.00
1.4	1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	2024-27	$8,260.00	$30,000.00	$38,260.00				$38,260.00
1.4	1.4.i	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$41,506.00	$7,506.00			$34,000.00	$41,506.00
1.4	1.4.j	Early Learning Multilingual Learner Support.to improve	English Learners	Yes	Limited to Undupli	English Learners	TK-3	2024-27	$0.00	$0.00			$0.00		$0.00

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
		outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)			cated Student Group(s)										
1.4	1.4.k	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton, Murphy, Jackson, San Martin/Gwinn, Live Oak, Sobrato 6-12	2024-27	$30,000.00	$120,000.00	$150,000.00				$150,000.00
1.5	1.5.a	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nordstrom, Live Oak, Sobrato	2024-27	$26,700.00	$56,000.00	$82,700.00				$82,700.00
1.5	1.5.b	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$6,000.00	$0.00	$6,000.00				$6,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)														
1.5	1.5.c	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$23,354.00	$10,200.00	$33,554.00				$33,554.00
1.5	1.5.d	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton	2024-27	$66,000.00	$0.00	$66,000.00				$66,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1.5	1.5.e	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	Students with Disabilities	No				2024-27	$238,000.00	$0.00		$238,000.00			$238,000.00
1.5	1.5.f	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$24,470.00	$0.00	$24,470.00				$24,470.00
2.0	2.0.a	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$389,556.31	$0.00	$389,556.31				$389,556.31

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
2.0	2.0.b	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,000.00	$6,500.00	$7,500.00				$7,500.00
2.0	2.0.c	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$30,000.00	$30,000.00				$30,000.00
2.0	2.0.d	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$85,287.55	$0.00	$85,287.55				$85,287.55

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
		communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)													
2.0	2.0.e	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$7,000.00	$37,500.00	$44,500.00				$44,500.00
2.0	2.0.f	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$4,000.00	$0.00	$4,000.00				$4,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)													
2.0	2.0.g	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively support the academic success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learner, Migrant All	No				2024-27	$1,000.00	$2,000.00				$3,000.00	$3,000.00
2.0	2.0.h	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$12,507.77	$12,507.77				$12,507.77

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
3.0	3.0.a	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$76,425.00	$76,425.00				$76,425.00
3.0	3.0.b	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$64,000.00	$64,000.00				$64,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Suspension, Graduation Rate)														
3.0	3.0.c	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Sobrato, SMG, Live Oak	2024-27	$0.00	$38,000.00	$38,000.00				$38,000.00
3.0	3.0.d	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$75,550.00	$11,550.00	$64,000.00			$75,550.00

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
3.0	3.0.e	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-27	$0.00	$33,600.00	$18,600.00			$15,000.00	$33,600.00
3.0	3.0.f	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$46,192.50	$46,192.50				$46,192.50
3.0	3.0.g	Educational Alternative Placements - Provide specialized educational settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism,	All	No				2024-27	$0.00	$195,000.00		$195,000.00			$195,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Suspension, Graduation Rate).													
3.0	3.0.h	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$15,800.00	$15,800.00				$15,800.00
3.0	3.0.i	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No				2024-27	$0.00	$159,674.00			$159,674.00		$159,674.00
3.0	3.0.j	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$787,602.37	$0.00	$787,602.37				$787,602.37

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
3.0	3.0.k	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$92,000.00	$92,000.00				$92,000.00
3.0	3.0.l	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No				2024-27	$0.00	$45,000.00			$45,000.00		$45,000.00
3.0	3.0.m	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and	African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, Native Americans	No				2024-27	$0.00	$97,080.00	$0.00		$97,080.00		$97,080.00

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
		caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	communities All												
3.0	3.0.n	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No				2024-27	$0.00	$2,062,500.00		$2,062,500.00			$2,062,500.00
3.0	3.0.o	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$121,123.97	$121,123.97				$121,123.97

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
		Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).													
3.0	3.0.p	School Resource Officer to provide proactive community relations to improve success for all students.	All	No					$140,400.00	$0.00		$140,400.00			$140,400.00
3.1	3.1.a	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$16,000.00	$41,000.00	$57,000.00				$57,000.00
3.1	3.1.b	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$570,066.00	$0.00	$22,000.00	$548,066.00			$570,066.00

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
		Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)													
3.1	3.1.c	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No				2024-26	$0.00	$1,238,782.00			$1,238,782.00		$1,238,782.00
3.1	3.1.d	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No				2024-27	$404,935.00	$0.00			$404,935.00		$404,935.00

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2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
84,614,567	7,576,388	8.954%	1.277%	10.231%	$7,510,110.29	1.900%	10.776 %	**Total:**	$7,510,110.29
								LEA-wide Total:	$4,146,289.23
								Limited Total:	$465,720.83
								Schoolwide Total:	$2,898,100.23

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 (%)
1.0	1.0.a	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,325.00	
1.0	1.0.b	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,990.00	

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 (%)
1.0	1.0.c	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn, P.A. Walsh, Britton, Live Oak TK-12	$25,800.00	
1.0	1.0.e	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,777.31	
1.0	1.0.f	Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,715.00	
1.0	1.0.h	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$586,368.08	

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 (%)
		Socioeconomically Disadvantaged students. (CA Dashboard)						
1.0	1.0.l	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,767.00	
1.0	1.0.m	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,999.50	
1.0	1.0.n	Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,917.00	

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 (%)
1.0	1.0.o	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,615.00	
1.0	1.0.p	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,372.00	
1.0	1.0.q	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$163,063.44	
1.0	1.0.r	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,110.00	

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 (%)
		Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)						
1.0	1.0.s	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1.0	1.0.t	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	
1.0	1.0.u	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	1.47
1.1	1.1.a	K-2 Early Literacy - Provide professional development and curriculum to improve	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	$18,660.00	

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 (%)
		literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).						
1.1	1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5	$1,204,924.64	
1.1	1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners,	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn	$148,951.30	

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 (%)
		Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)						
1.1	1.1.d	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-5	$362,655.90	
1.1	1.1.e	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners,	Yes	Schoolwide	English Learners Foster Youth Low Income	K-5	$1,575.00	

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 (%)
		Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).						
1.1	1.1.f	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	$1,000.00	
1.1	1.1.g	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$35,772.09	
1.1	1.1.h	Professional Development and Materials for	Yes	LEA-wide	English Learners Foster Youth	TK-5	$10,000.00	

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 (%)
		Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)			Low Income			
1.1	1.1.m	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$166,262.79	
1.1	1.1.n	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-8	$313,853.49	

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 (%)
		Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)						
1.2	1.2.a	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,675.55	
1.2	1.2.b	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Martin Murphy	$33,000.00	
1.2	1.2.c	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Martin Murphy, SMG	$10,000.00	

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 (%)
		Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)						
1.2	1.2.d	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Murphy, SMG and Jackson 6-8	$20,000.00	
1.2	1.2.g	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton and Murphy 6-8	$537,064.90	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)						
1.3	1.3.a	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$10,000.00	
1.3	1.3.b	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato	$12,000.00	
1.3	1.3.c	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$30,000.00	

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 (%)
		equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)						
1.3	1.3.d	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9	$26,575.00	
1.3	1.3.f	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9-12	$37,000.00	

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 (%)
		support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)						
1.3	1.3.g	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$5,000.00	
1.3	1.3.h	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato High School and Central High 9-12	$87,000.00	

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 (%)
		Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)						
1.3	1.3.i	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$5,000.00	
1.3	1.3.j	Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato, and Central High 9-12	$5,000.00	

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 (%)
		after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)						
1.3	1.3.n	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$5,000.00	
1.3	1.3.o	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$9,330.00	

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 (%)
1.3	1.3.p	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	12	$3,000.00	
1.4	1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$147,081.83	
1.4	1.4.c	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$42,933.00	
1.4	1.4.d	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$49,340.00	

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 (%)
1.4	1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
1.4	1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton Middle School, Martin Murphy Middle School, Ann Sobrato High School, Live Oak High School	$11,000.00	
1.4	1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$38,260.00	
1.4	1.4.i	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,506.00	
1.4	1.4.j	Early Learning Multilingual Learner Support.to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3		.43
1.4	1.4.k	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton, Murphy, Jackson, San Martin/Gwinn, Live Oak, Sobrato 6-12	$150,000.00	

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 (%)
		and CA School Dashboard - Academics)						
1.5	1.5.a	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nordstrom, Live Oak, Sobrato	$82,700.00	
1.5	1.5.b	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	

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 (%)
		access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)						
1.5	1.5.c	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,554.00	
1.5	1.5.d	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth,	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton	$66,000.00	

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 (%)
		Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)						
1.5	1.5.f	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,470.00	
2.0	2.0.a	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,556.31	

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 (%)
		Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	2.0.b	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
2.0	2.0.c	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

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 (%)
		Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	2.0.d	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,287.55	
2.0	2.0.e	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,500.00	

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 (%)
		effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	2.0.f	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.0	2.0.h	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,507.77	
3.0	3.0.a	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,425.00	
3.0	3.0.b	School Culture and Climate Supports and Training - Provide training and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,000.00	

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 (%)
		resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	3.0.c	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Sobrato, SMG, Live Oak	$38,000.00	

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 (%)
		to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	3.0.d	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,550.00	
3.0	3.0.e	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$18,600.00	

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 (%)
		they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	3.0.f	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,192.50	
3.0	3.0.h	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,800.00	
3.0	3.0.j	CARE Program - Provide staff to form collaborative partnerships between	Yes	LEA-wide	Foster Youth Low Income	All Schools	$787,602.37	

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 (%)
		families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	3.0.k	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Chronic Absenteeism)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,000.00	
3.0	3.0.o	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,123.97	

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 (%)
		engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Chronic Absenteeism).						
3.1	3.1.a	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
3.1	3.1.b	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	

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 (%)
		health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
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To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,081,644.94	$20,397,368.00

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	1.0.a	Professional Learning Communities and Transformational Leadership Professional Development	No	$50,000.00	36,533
1	1.0.b	Curriculum Alignment and Professional Learning Team Planning/Development	No	$192,710.00	150,433
1	1.0.c	Curriculum Alignment and Assessment Development Planning	No	$76,000.00	69,319
1	1.0.d	Tier I: TOSA - English Language Development	Yes	$141,882.65	141,883
1	1.0.e	Tier 1: TOSA - Literacy	Yes	$175,857.73	166,437
1	1.0.f	Tier 1: TOSA - Technology	No	$152,710.00	153,499
1	1.0.g	Tier 1: TOSA - Elementary Math	Yes	$154,737.23	164,419
1	1.0.h	Title I TOSA Additional Student Support	No	$300,000.00	620,265
1	1.0.i	Instructional Materials	No	$400,000.00	1,550,196
1	1.0.j	CTE Program	No	$2,418,856.34	2,293,745

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	1.0.k	Visual and Performing Arts (VAPA) Program	No	$26,000.00	8,917
1	1.0.l	Equal Opportunity Schools Partnership for Advanced Placement	Yes	$49,140.00	54,140
1	1.0.m	English Language Development Plan	No	$10,000.00	6,718
1	1.0.n	English Language Development Professional Learning	Yes	$265,000.00	88,201
1	1.0.o	Academic Core Assessments	Yes	$269,622.25	261,582
1	1.0.p	Fund School Plans (SPSA's)	Yes	$2,132,588.17	2,076,120
1	1.0.q	Elementary Assistant Principals	No	$1,327,815.51	1,348,813
1	1.0.r	Independent Study Program	No	$70,000.00	144,991
1	1.0.s	Expanded Learning Opportunities Program	No	$1,748,139.00	2,174,874
1	1.0.t	Early College and Career Exploration	No	$20,686.00	0
1	1.0.u	Migrant Education Program Staffing	No	$27,504.00	0
1	1.0.v	Migrant Education Program Support Staff	No	$142,609.00	140,174
1	1.0.w	Inventory Control Program	No	$19,416.25	19,416

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	1.0.x	Chromebook Security	No	$36,075.00	36,075
1	1.0.y	Data Monitoring Tools	No	$36,796.00	36,000
1	1.0.z	Program Oversight	Yes	$139,403.00	127,340
1	1.0.aa	Tutoring - Literacy and Math	No	$40,000.00	14,217
1	1.0.bb	TK-12th Counselor Plan	No	$10,000.00	0
1	1.0.cc	College, Career, and Media Technicians	Yes	$291,565.02	271,216
1	1.0.dd	College and Career Readiness Leadership Development	No	$124,399.68	60,346
1	1.0.ee	Elementary Physical Education Program	No	$8,000.00	0
1	1.0.ff	ELPAC Testing Administrators	No	$20,000.00	13,896
1	1.0.gg	Multi-Tiered Systems of Support	No	$12,500.00	7,500
1	1.1.a	Tier I: Early Literacy	No	$60,000.00	112,000
1	1.1.b	Tier I & II: Literacy Supplemental	Yes	$137,000.00	0

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.c	Tier II: Reading Intervention Teachers	Yes	$1,874,812.50	2,010,383
1	1.1.d	Tier II: Bilingual Paraprofessionals	Yes	$371,419.72	143,383
1	1.1.e	Tier II: Literacy Paraprofessionals	Yes	$356,998.64	281,548
1	1.1.f	Tier II & III: Reading Programs	No	$78,000.00	85,600
1	1.1.g	Tier II-III: Reading Accommodation	Yes	$10,251.00	0
1	1.2.a	SVMI Membership	No	$8,494.00	6,750
1	1.2.b	Math Supplemental Curriculum	No	$15,680.00	0
1	1.3.a	Tier I: Middle School Transition Math TOSA	Yes	$147,876.56	148,127
1	1.3.b	Tier I-II: Equity Staffing	Yes	$746,803.49	674,735
1	1.3.c	Tier I: TOSA Secondary English Language Development	Yes	$129,030.68	0
1	1.3.d	Multilingual Achievement Support	No	$35,700.00	42,923
1	1.3.e	Naviance System	No	$48,455.00	53,502
1	1.3.f	AVID Program	Yes	$110,764.00	53,281

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	1.3.g	AVID Tutors	Yes	$10,000.00	0
1	1.3.h	Director of Secondary Education	Yes	$158,030.68	0
1	1.4.a	Freshmen Success Coordinators	No	$138,283.99	114,305
1	1.4.b	Freshmen Success Data Team Stipends	No	$23,147.35	31,217
1	1.4.c	9th Grade Connection Materials and Supplies	No	$15,000.00	15,000
1	1.4.d	Credit Recovery Program	No	$27,600.00	31,715
1	1.4.e	Grade and Credit Recovery	No	$20,000.00	0
1	1.4.f	CalSOAP	Yes	$111,627.00	94,079
1	1.4.g	Academic Counselors	No	$378,446.54	311,417
1	1.4.h	AP Capstone Diploma Program	No	$12,000.00	12,000
2	2.0.a	Family and Community Engagement Director	Yes	$261,994.36	262,244
2	2.0.b	Bilingual Community Liaisons	Yes	$363,261.02	399,506
2	2.0.c	Family and Community Engagement Development	No	$30,000.00	9,398

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	2.0.d	Family Center Support Staff	Yes	$32,309.28	11,311
2	2.0.e	Communication Services- Language Line	Yes	$20,000.00	20,000
2	2.0.f	Parent/Guardian Education	Yes	$90,000.00	83,064
2	2.0.g	Family and Community Engagement Plan Development	No	$20,000.00	20,000
2	2.0.h	Translation Services	No	$35,000.00	22,610
2	2.0.i	Communication: Zoom Video Conferencing	No	$24,377.00	24,377
2	2.0.j	District English Language Advisory Council (DELAC) and Migrant Parent/Guardian Advisory Council (MPAC)	No	$5,000.00	493
2	2.0.k	Facilitated IEP Training Parents and Admin	No	$35,000.00	0
3	3.0.a	District and School Surveys	Yes	$45,000.00	45,000
3	3.0.b	School Climate Survey	No	$10,000.00	0
3	3.0.c	PBIS- School Climate and Student Engagement	Yes	$107,428.00	19,034
3	3.0.d	Social Emotional Learning Resources and Partnerships	Yes	$20,000.00	50,853
3	3.0.e	Project Cornerstone	Yes	$10,500.00	11,550

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.0.f	Tier 1-3: Foster/Homeless Support	No	$20,000.00	21,380
3	3.0.g	Social Emotional Learning Curriculum	Yes	$30,000.00	22,166
3	3.0.h	Erin's Law Curriculum-Be Seen Be Heard	Yes	$20,000.00	24,497
3	3.0.i	Docusign Contracts	No	$21,082.95	24,093
3	3.0.j	TUPE Education	No	$15,341.00	29,454
3	3.0.k	South County Youth Task Force Partnership	Yes	$45,027.00	45,000
3	3.0.l	CARE Program Resources	Yes	$18,600.00	14,757
3	3.0.m	CARE Staffing	Yes	$657,381.68	776,879
3	3.0.n	Educational Alternative Placements	No	$160,000.00	160,000
3	3.0.o	Suicide Prevention Professional Development	No	$5,500.00	0
3	3.0.p	De-escalation and Safety Training	Yes	$33,782.00	6,675
3	3.0.q	School Culture and Climate Training	No	$14,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.0.r	Professional Learning: Pyramid Training Preschool-K	No	$80,000.00	87,398
3	3.0.s	School Avoidance Program	No	$4,485.00	0
3	3.1.a	Wellness Centers & Spaces	No	$41,000.00	38,499
3	3.1.b	District Coordinator, Academics & Wellness	Yes	$213,976.14	214,413
3	3.1.c	District Licensed Clinical Social Workers	No	$548,066.63	674,079
3	3.1.d	Wellness Center Software	No	$2,629.00	2,629
3	3.1.e	School Linked Services	No	$159,674.00	159,674
3	3.1.f	School Resource Officer	No	$163,935.00	140,400
4	4.0.a	Tier II: Inclusion TOSA	Yes	$160,519.00	47,613
4	4.0.b	Administrator Inclusion PD	Yes	$1,000.00	1,000
4	4.0.c	Co-Teaching and Inclusion Professional Development	Yes	$5,000.00	18,750
4	4.0.d	Preschool Inclusion Staff	No	$186,000.00	0
4	4.0.e	Secondary Inclusion Staffing	Yes	$437,241.90	437,242

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)
4	4.0.f	Professional Development and Staff Coaching	Yes	$12,100.00	12,100

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,684,459	$8,737,940.23	$7,549,528.00	$1,188,412.23	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)
			This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.				
			This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.				
1	1.0.d	Tier I: TOSA - English Language Development	Yes	$141,882.65	141,883		
1	1.0.e	Tier 1: TOSA - Literacy	Yes	$175,857.73	166,437		
1	1.0.g	Tier 1: TOSA - Elementary Math	Yes	$154,737.23	164,419		
1	1.0.l	Equal Opportunity Schools Partnership for Advanced Placement	Yes	$49,140.00	54,140		
1	1.0.n	English Language Development Professional Learning	Yes	$145,000.00	44,201		
1	1.0.o	Academic Core Assessments	Yes	$172,161.00	172,161		
1	1.0.p	Fund School Plans (SPSA's)	Yes	$800,000.00	689,057		
1	1.0.z	Program Oversight	Yes	$139,403.00	127,340		
1	1.0.cc	College, Career, and Media Technicians	Yes	$291,565.02	271,216		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1.b	Tier I & II: Literacy Supplemental	Yes	$137,000.00	0		
1	1.1.c	Tier II: Reading Intervention Teachers	Yes	$1,874,812.50	2,010,324		
1	1.1.d	Tier II: Bilingual Paraprofessionals	Yes	$371,419.72	143,383		
1	1.1.e	Tier II: Literacy Paraprofessionals	Yes	$356,998.64	281,548		
1	1.1.g	Tier II-III: Reading Accommodation	Yes	$10,251.00	0		
1	1.3.a	Tier I: Middle School Transition Math TOSA	Yes	$147,876.56	148,127		
1	1.3.b	Tier I-II: Equity Staffing	Yes	$746,803.49	674,735		
1	1.3.c	Tier I: TOSA Secondary English Language Development	Yes	$129,030.68	0		
1	1.3.f	AVID Program	Yes	$110,764.00	53,281		
1	1.3.g	AVID Tutors	Yes	$10,000.00	0		
1	1.3.h	Director of Secondary Education	Yes	$158,030.68	0		
1	1.4.f	CalSOAP	Yes	$56,627.00	39,079		
2	2.0.a	Family and Community Engagement Director	Yes	$261,994.36	262,244		
2	2.0.b	Bilingual Community Liaisons	Yes	$363,261.02	299,506		
2	2.0.d	Family Center Support Staff	Yes	$32,309.28	11,311		
2	2.0.e	Communication Services-Language Line	Yes	$10,000.00	10,000		
2	2.0.f	Parent/Guardian Education	Yes	$90,000.00	83,064		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.0.a	District and School Surveys	Yes	$45,000.00	45,000		
3	3.0.c	PBIS- School Climate and Student Engagement	Yes	$107,428.00	19,034		
3	3.0.d	Social Emotional Learning Resources and Partnerships	Yes	$20,000.00	50,853		
3	3.0.e	Project Cornerstone	Yes	$10,500.00	11,550		
3	3.0.g	Social Emotional Learning Curriculum	Yes	$30,000.00	22,166		
3	3.0.h	Erin's Law Curriculum-Be Seen Be Heard	Yes	$20,000.00	24,497		
3	3.0.k	South County Youth Task Force Partnership	Yes	$32,785.95	0		
3	3.0.l	CARE Program Resources	Yes	$14,300.00	14,300		
3	3.0.m	CARE Staffing	Yes	$657,381.68	776,879		
3	3.0.p	De-escalation and Safety Training	Yes	$33,782.00	6,675		
3	3.1.b	District Coordinator, Academics & Wellness	Yes	$213,976.14	214,413		
4	4.0.a	Tier II: Inclusion TOSA	Yes	$160,519.00	47,613		
4	4.0.b	Administrator Inclusion PD	Yes	$1,000.00	1,000		
4	4.0.c	Co-Teaching and Inclusion Professional Development	Yes	$5,000.00	18,750		
4	4.0.e	Secondary Inclusion Staffing	Yes	$437,241.90	437,242		
4	4.0.f	Professional Development and Staff Coaching	Yes	$12,100.00	12,100		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
85,821,529	7,684,459	1.12	10.074%	$7,549,528.00	0.000%	8.797%	$1,096,132.12	1.277%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- 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.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

- o   Professional development for teachers.

- o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o   The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  - 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:

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

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

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

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

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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