



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1.0

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.0.a	Basic Services: Teachers appropriately assigned & fully credentialed	2023-24 Fully Credentialed: 88%			Data not yet available via the CDE	2026-27 Full Credential: 100%
1.0.b	Basic Services: William’s Act Access to Instructional Materials	2023-24 100%			2024-25 Mid-Year 100%	2026-27 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.0.c	Basic Services: Williams Report - No complaints regarding facilities	2023-24 No complaints			2024-25 Mid-Year 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%			2024-25 Mid-Year 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% 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%			2024-25 Diagnostic #3 data is not yet available. Diagnostic #2 data has been included below. Diagnostic #2 Mid or Above Grade Level: 22% / 1045 EL: 5% / 44 SWD: 6% / 35 SED: N/A Latino/Hispanic: 14% White: 23% Two or more: 29% Early On Grade Level: 19% / 902 EL: 7% / 63 SWD: 6% / 35 SED: N/A Latino/Hispanic: 15% White: 20% Two or more: 25% One Grade Level Below: 31% / 1474 EL: 34% / 305	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Two Grade Levels Below: 10% / 424 EL: 16% / 155 SWD: 15% / 120 SED: 13% / 239 Latino/Hispanic: 12% White: 9% Two or more: 5%</p> <p>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%</p>			<p>SWD: 24% / 140 SED: N/A Latino/Hispanic: 33% White: 33% Two or more: 30%</p> <p>Two Grade Levels Below: 12% / 575 EL: 21% / 188 SWD: 17% / 99 SED: N/A Latino/Hispanic: 16% White: 11% Two or more: 8%</p> <p>Three or More Grade Levels Below: 16% / 767 EL: 34% / 305 SWD: 46% / 269 SED: N/A Latino/Hispanic: 22% White: 13% Two or more: 8%</p>	
1.0.f	Pupil Achievement: iReady Math Assessment Grades K to 8 Overall (iReady Assessment)	<p>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%</p> <p>Early On Grade Level: 19% / 770 EL: 8% / 76 SWD: 10% / 79 SED: 14% / 251 Latino/Hispanic: 17% White: 20% Two or more: 22%</p>			<p>2024-25 Diagnostic #3 data is not yet available. Diagnostic #2 data has been included below.</p> <p>Diagnostic #2 Mid or Above Grade Level: 13% / 613 EL: 2% / 18 SWD: 3% / 17 SED: N/A Latino/Hispanic: 6% White: 14% Two or more: 19%</p> <p>Early On Grade Level: 17% / 784 EL: 6% / 53 SWD: 5% / 29</p>	<p>2026-27 Diagnostic #3 Mid or Above Grade Level: 74% Early On Grade Level: 25% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0%</p> <p>Overall and including all student groups</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>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%</p> <p>Two Grade Levels Below: 11% / 454 EL: 14% / 136 SWD: 17% / 134 SED: 12% / 221 Latino/Hispanic: 14% White: 9% Two or more: 7%</p> <p>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%</p>			<p>SED: N/A Latino/Hispanic: 12% White: 18% Two or more: 20%</p> <p>One Grade Level Below: 43% / 2056 EL: 44% / 390 SWD: 30% / 174 SED: N/A Latino/Hispanic: 45% White: 45% Two or more: 45%</p> <p>Two Grade Levels Below: 13% / 623 EL: 21% / 186 SWD: 21% / 122 SED: N/A Latino/Hispanic: 17% White: 12% Two or more: 9%</p> <p>Three or More Grade Levels Below: 14% / 657 EL: 27% / 239 SWD: 41% / 237 SED: N/A Latino/Hispanic: 20% White: 11% Two or more: 7%</p>	
1.0.g	Pupil Achievement: NWEA MAP 9-11 Reading and Math Avg RIT Scores by Grade Level	<p>2023-24 Reading Winter Avg RIT Scores 9: 217 10: 220 11: 221</p> <p>Math Winter Avg RIT Scores 9: 230 10: 234 11: 231</p>			<p>Metric discontinued. All students transitioned to iReady Assessments during the 2024-25 school year.</p>	<p>Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64</p> <p>Math - maintain and grow RIT scores to grade level plus 5 9: 233.6 10: 236.21</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*This data cannot be further disaggregated by student group				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) College & Career Readiness Indicator College preparedness pursuant to the Early Assessment Program (EAP) (DataQuest; internal data monitoring)	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% 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			Class of 2024: High School Graduation Rate: 91.8% Seal of Biliteracy: 9.8% Golden State Seal: 37.3% UC/CSU a-g College Entrance Requirements: 50% CTE Pathway Completers: 44% / 283 UC/CSU a-g Requirements & CTE Completers: 19.2% College & Career Readiness Indicator: 51.7% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 52% / Math - 30.3%	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 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:	2023-24 Curriculum:			2024-25 Mid-Year Curriculum:	2026-27 Curriculum:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Adopted Curriculum Aligns with State Standards Instruction & Professional Learning: District-wide professional development days	Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days			Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days	Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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)	Yes	Ongoing Implementation	The TK-12 Comprehensive Literacy Committee held meetings on September 3, 2024, and October 8, 2024, to advance the district's literacy goals and align efforts with the Local Control Accountability Plan (LCAP). Key updates and outcomes from the meetings include: Identification of pillars and determining future meeting times and dates for continued work.	Agenda and Notes for meetings in September and October.	\$49,325.00	\$26,509.87
1.0.b	TK-12 Math Alignment- District-wide mathematics professional development and alignment to	Yes	Ongoing Implementation	TK-12 Framework Committee Meetings Scheduled for Spring	SVMI planning meeting agendas	\$37,990.00	\$0

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	<p>improve student 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 TK-12 Math Alignment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)</p>						
1.0.c	<p>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. CAFE professional development, etc.). (LCFF Supplemental)</p>	Yes	Ongoing Implementation	<p>DLI Vertical Alignment Meetings</p> <ul style="list-style-type: none"> • 2 Elementary Meetings completed • Secondary & TK-12 Meetings scheduled for spring <p>Professional Development for Teachers</p> <ul style="list-style-type: none"> • Contract with CAFE for a professional development series for teachers is in progress and PD will begin in Spring 	Meeting agendas Emerging draft of an MHUSD DLI Framework	\$25,800.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.d	<p>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)</p>	No	Ongoing Implementation	All students currently have access to the core instructional program		\$400,000.00	\$400000
1.0.e	<p>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). Maintenance of materials, supplies, and program licenses for the districtwide assessment program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., iReady, Literably, ESGI, DRDP, Pear Assessment, NWEA MAP, etc.). (Restricted Lottery and LCFF Supplemental)</p>	Yes	Ongoing Implementation	<p>All students and staff have access to assessment tools to provide data-informed instruction</p> <p>All grades have transitioned to i-Ready Reading and Math assessments.</p>	Assessment calendar and assessment platform reports	\$320,209.81	\$336191.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.0.f	<p>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.</p> <p>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)</p>	Yes	Fully Implemented	Independent Study services for students. As of January, 2025 the Independent Study program is serving 45 students.	Independent Study student Contracts. Online platform licenses.	\$310,715.00	\$138652.02
1.0.g	<p>Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.</p> <p>Program supports, services, and staffing to meet the needs of students identified as migrant (2.0 FTE). (Migrant Funding)</p> <div data-bbox="180 1268 602 1430" style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p>MPAC documents: https://drive.google.com/drive/folders/1DNY3YJvSmnNqLWadrYQXz9z9rxxWpccP?usp=sharing</p> </div>	No	Fully Implemented	<p>Migrant Program is fully staff to provide support and services to qualified students.</p> <p>List the programs for students (and include numbers): Total # of students in program: 206 - all receiving Case Management which includes a needs assessment and Individualized Learning Plans as well as links to resources; 25 students have participated in the Saturday Academies</p>	Sign in sheets; case management logs; supply inventory	\$173,600.00	\$65170.96

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				<p>for fall and winter; 13 students have participated in the Mommy & Me preschool program across fall & winter; 5 high school students participated in the after school support program; 13 students are participating in the Teaching Fellows Summer University Program which includes field trips during the school year; 87 students received free back packs at the beginning of the school year; 95 students received free vision screenings; 95 students received free blankets; 86 students received toys at the holiday season. 20+ families have attended the MPAC meetings - 3 have been held so far this year.</p>			
1.0.h	<p>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) Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups</p>	Yes	Ongoing Implementation	<p>Implementation of district assessment tools and programs. Educational Services Leadership met with all Principals individually to complete i-Ready Diagnostic #1 assessment data analysis and collaborate on the implementation of the</p>	Assessment tool reports	\$586,368.08	\$250000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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, and Socioeconomically Disadvantaged students. (LCFF Supplemental)			District initiative to meet the academic needs of unduplicated student groups			
1.0.i	<p>Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.</p> <p>Expanded programming to meet the needs of unduplicated students, including, but not limited to summer school programming and intersession programming, focusing on students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)</p>	No	Ongoing Implementation	ELOP funding supported summer school for 785 K-12 students, with Amplify providing extended day services for 120 K-8 students from 12:30 PM to 5:30 PM. It also funded Summer Connection for 250 6th graders and 325 9th graders, as well as enrichment programs like the Silicon Valley Tech Academy and an 8-day Amplify summer camp, each serving 80 students.		\$384,532.00	\$204532
1.0.j	<p>Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes,</p>	No	Ongoing Implementation	Provided beginning of year professional development and coaching to improve student outcomes.	New Teacher Orientation Agenda August PD Day Agenda	\$175,857.73	\$24992.63

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	<p>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)</p>			<p>Position is fully staffed.</p> <p>The Technology/Assessment TOSA provides professional development to teachers on technology and assessment related topics including:</p> <ul style="list-style-type: none"> • iReady • Literably • Aeries Gradebooks and Report Cards • Pear Assessment • PLT Data Analysis • Using All Digital Curriculum • Clever <p>The Technology/Assessment TOSA also provides professional development and support to the College and Career Media Technicians and Librarians.</p>	<p>October PD Day Agenda Supplemental Materials Request Forms</p>		
1.0.k	<p>Inventory Control - Ensure maintenance of and equitable access to instructional resources at all school sites for all students and staff.</p>	No	Ongoing Implementation	On-going process of barcoding all non-consumable materials for maintenance and monitoring through	Destiny/Follett Library System Reports	\$55,130.00	\$22085.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			Destiny/Follett Library System.			
1.0.l	<p>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.</p> <p>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)</p>	Yes	Ongoing Implementation	On-going school digital device security software to provide safe and monitored student digital equipment use at all sites	Go Guardian Reports Lightspeed Reports	\$74,767.00	\$78557
1.0.m	<p>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.</p>	Yes	Ongoing Implementation	Ongoing use of DataZone to provide disaggregated student data and outcomes by student groups, site, and districtwide and across schools years. Site Admin, Teachers, Support Staff, and	DataZone Contract and usage	\$35,999.50	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(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)</p>			<p>District Admin have access to access to DataZone.</p>			
1.0.n	<p>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). 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).</p>	Yes	Ongoing Implementation	<p>Professional development provided in-person to high school staff for year 1 implementation of i-Ready Reading and Math assessments</p> <p>Professional development provided virtually and in-person to K-8 staff for year 2 implementation of i-Ready Reading and Math</p> <p>Planned professional development related to SBAC</p>	School site staff meeting agendas	\$87,917.00	\$13347.68
1.0.o	<p>New Teacher Induction Support - Provide professional</p>	Yes	Ongoing Implementation	On-going professional development for 41	Reports from Santa Cruz/	\$44,615.00	\$20582.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)</p> <p>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).</p>			teachers working to clear their credentials	Silicon Valley New Teacher Project		
1.0.p	<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)</p> <p>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</p>	Yes	Ongoing Implementation	<p>New Teacher Orientation - 54 Teachers</p> <p>Teacher provided professional learning sessions during the October Professional Development Day</p>	<p>New Teacher Orientation Sign-Ins and Presentations</p> <p>October PD Day Presentations</p>	\$78,372.00	\$12724.08

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	development with district TOSAs, etc.). (LCFF Supplemental)						
1.0.q	<p>Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)</p> <p>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)</p>	Yes	Fully Implemented	Classified staff on board to monitor the implementation of district programs to improve student outcomes.		\$163,063.44	\$51511.36
1.0.r	<p>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)</p> <p>Professional development, release time, stipends, materials, program licensing, and extra hours related to the supplemental instructional</p>	Yes	Ongoing Implementation	<p>Gizmos PD held in October for secondary science teachers.</p> <p>Gizmos licensed and rostered to all secondary science students and teachers.</p> <p>Fifth grade human growth and development professional development and extra hours.</p>	<p>Meeting attendance</p> <p>Program rostering</p>	\$57,110.00	\$36096.25

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	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)						
1.0.s	<p>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)</p> <p>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)</p>	Yes	Planned	Work with District Staff/Admin and Site Staff including the District VAPA Lead continues as the MHUSD VAPA Plan is finalized and initial implementation begins in the near future.	District Administrators , District VAPA Lead, and VAPA Staff meetings	\$25,000.00	\$0
1.0.t	<p>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</p>	Yes	Planned	Districtwide PBIS work in underway across the district. MTSS work and handbook from 2024 is under review and next steps in the aligning the PBIS work under		\$12,500.00	\$0

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	<p>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)</p>			the MTSS umbrella will be determined.			
1.0.u	<p>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.</p>	Yes	Ongoing Implementation	<p>Principals meet with their Guiding Coalition following each assessment window to analyze data related to each focus student group.</p> <p>Principals share data analysis and action plan with Educational Services Division leadership following each assessment window to determine next steps for instructional impact at the school sites in alignment with the district focus on improving achievement for all students with a focus on unduplicated students.</p>	Data analysis documents	\$0.00	\$0

Goal 1.1

Goal Description
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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 3-5 (SBAC Test Results at a Glance)	<p>2022-23</p> <p>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%</p> <p>Fourth Grade 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%</p> <p>Fifth Grade Overall: 47.74% EL: 53.48%</p>			<p>2023-24</p> <p>ELA - met/exceeded standards Third Grade Overall: 39.51% EL: 9.18% SWD: 16.88% HY: 9.09% SED: 23.99% SWD/EL: 4% SWD/FY: N/A SWD/SED: 0% Latino/Hispanic: 23.67% White: 54.79% Two or more: 56.34%</p> <p>Fourth Grade Overall: 41.93% EL: 11.97% SWD: 6.95% HY: No data available* SED: 28.52% SWD/EL: 0% SWD/FY: N/A SWD/SED: 9% Latino/Hispanic: 25.68% White: 62.88% Two or more: 62.29%</p> <p>Fifth Grade Overall: 47.11% EL: 6.02% SWD: 7.35% HY: 20.00%</p>	<p>2025-26</p> <p>ELA 3: 45% 4: 50% 5: 60%</p> <p>Math 3: 50% 4: 50% 5: 40%</p> <p>Including all student groups and dually identified students</p> <p>Latino/Hispanic: 45% White: 70% Two or more: 70%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>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%</p> <p>Math - met/exceeded standards Third Grade Overall: 40.29% EL: 49.05% SWD: 8.20% HY: 17.02% SED: 21.20% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 5% Latino/Hispanic: 24.83% White: 56.39% Two or more: 66.66%</p> <p>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%</p> <p>Fifth Grade Overall: 31.43%</p>			<p>SED: 33.46% SWD/EL: 0% SWD/FY: 0% SWD/SED: 0% Latino/Hispanic: 31.28% White: 70.45% Two or more: 65.11%</p> <p>Math - met/exceeded standards Third Grade Overall: 44.57% EL: 20.00% SWD: 15.79% HY: 18.18% SED: 28.79% SWD/EL: 8% SWD/FY: N/A SWD/SED: 0% Latino/Hispanic: 26.85% White: 64.14% Two or more: 60.56%</p> <p>Fourth Grade Overall: 41.59% EL: 12.82% SWD: 8.34% HY: No data available* SED: 30.00% SWD/EL: 4% SWD/FY: N/A SWD/SED: 9% Latino/Hispanic: 25.75% White: 59.85% Two or more: 63.94%</p> <p>Fifth Grade Overall: 34.54% EL: 3.61% SWD: 11.60% HY: 20.00% SED: 21.66%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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			SWD/EL: 0% SWD/FY: 0% SWD/SED: 0% Latino/Hispanic: 18.46% White: 56.82% Two or more: 48.83% *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%			2023-24 CAST: met/exceeded standards 5: 32.68% EL: 3.73% SWD: 11.82% HY: 14.43% SED: 22.01%	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			2023-24 4th Grade: 444.8 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			2024-25 Diagnostic #3 results are not yet available. Diagnostic #2 results have been included below. Diagnostic #2 Results Reading	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Latino/Hispanic: 64% White: 76% Two or more: 91% First Grade 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% Fifth Grade			Kindergarten Overall: 50% / 236 EL: 31% / 35 SWD: 32% / 11 SED: N/A Latino/Hispanic: 41% White: 51% Two or more: 60% First Grade Overall: 37% / 197 EL: 14% / 14 SWD: 6% / 3 SED: N/A Latino/Hispanic: 21% White: 34% Two or more: 57% Second Grade Overall: 43% / 229 EL: 14% / 15 SWD: 14% / 7 SED: N/A Latino/Hispanic: 31% White: 43% Two or more: 53% Third Grade Overall: 51% / 250 EL: 16% / 15 SWD: 11% / 8 SED: N/A Latino/Hispanic: 39% White: 55% Two or more: 61% Fourth Grade Overall: 38% / 217 EL: 6% / 6 SWD: 10% / 9 SED: N/A Latino/Hispanic: 24% White: 40% Two or more: 48%	increase by 10% annually and (2) student groups will increase by 20% annually. 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% Grades K-5 Dually Identified Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Overall: 40% / 204 students EL: 5% / 5 SWD: 18% / 17 SED: 23% / 42 Latino/Hispanic: 24% White: 48% Two or more: 51%</p> <p>Grades K-5 Dually Identified Students: SWD/EL: 8% SWD/FY: No data available SWD/SED: 11%</p>			<p>Fifth Grade Overall: 38% / 207 EL: 2% / 2 SWD: 5% / 4 SED: N/A Latino/Hispanic: 25% White: 43% Two or more: 58%</p> <p>Grades K-5 Dually Identified Students: SWD/EL: N/A SWD/FY: N/A SWD/SED: N/A</p>	<p>SWD/EL: 68% SWD/FY: No data available SWD/SED: 71%</p> <p>Latino/Hispanic: 65% White: 80% Two or more: 80%</p>
1.1.e	Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above (iReady Assessment)	<p>2023-24 Diagnostic #3 Results Math</p> <p>Kindergarten Overall: 59% / 277 students EL: 40% / 33 SWD: 49% / 24 SED: 45% / 72</p> <p>First Grade Overall: 41% / 220 students EL: 23% / 25 SWD: 30% / 16 SED: 28% / 52</p> <p>Second Grade Overall: 42% / 213 students EL: 12% / 14 SWD: 22% / 18 SED: 24% / 45</p> <p>Third Grade Overall: 45% / 248 students EL: 27% / 31</p>			<p>2024-25 Diagnostic #2 Results Math</p> <p>Kindergarten Overall: 34% / 159 EL: 21% / 33 SWD: 24% / 9 SED: N/A</p> <p>First Grade Overall: 20% / 105 EL: 4% / 4 SWD: 4% / 2 SED: N/A</p> <p>Second Grade Overall: 26% / 139 EL: 12% / 13 SWD: 18% / 9 SED: N/A</p> <p>Third Grade Overall: 23% / 111 EL: 4% / 4 SWD: 3% / 2 SED: N/A</p>	<p>2026-27 Diagnostic #3 Results Math</p> <p>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.</p> <p>Kindergarten Overall: 100% EL: 100% SWD: 100% SED: 100%</p> <p>First Grade Overall: 71% EL: 83% SWD: 90% SED: 88%</p> <p>Second Grade</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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%			Fourth Grade Overall: 34% / 193 EL: 8% / 1 SWD: 4% / 3 SED: N/A Fifth Grade Overall: 32% / 175 EL: 5% / 5 SWD: 6% / 4 SED: N/A Grades K-5 Dually Identified Students: SWD/EL: N/A SWD/FY: N/A SWD/SED: N/A *N/A = data not available for Diagnostic #2	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%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1.a	K-2 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically	Yes	Ongoing Implementation	Professional development and instructional materials for Heggerty Phonics provided to all K-2 teachers.	August PD Schedule	\$218,660.00	\$127542.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics). 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)</p>			<p>Professional development and instructional materials provided for Heggerty Phonemic and Phonological Awareness to TK and 3-5 teachers.</p>			
1.1.b	<p>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)</p>	Yes	Ongoing Implementation	All 8 positions are fully staffed.		\$1,204,924.64	\$584045.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1.c	<p>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)</p> <p>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)</p>	Yes	Ongoing Implementation	All 3 positions are fully staffed.		\$148,951.30	\$74744.52
1.1.d	<p>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</p>	Yes	Ongoing Implementation	Elementary School Sites are fully staffed- Each of our 8 schools that have Elementary students are staffed with a credentialed teacher and an MTSS paraprofessional.	Reading Intervention Team PLT notes and sign in sheets.	\$362,655.90	\$208679.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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).</p> <p>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)</p>						
1.1.e	<p>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).</p> <p>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,</p>	Yes	Ongoing Implementation	<p>August: Training in University of Florida Literacy Institute Foundations Toolbox (UFLI) and Orton Gillingham (OG) best practices and instructional routines</p> <p>September: Review of MHUSD Intervention parameters and data analysis.</p> <p>October- Understanding what it is like to be a Struggling Reader, Understanding Struggling Readers Simulation</p>	Reading Intervention Team PLT notes and agendas.	\$1,575.00	\$2918.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)			<p>November- Reading Theoretic Models and how they assist with developing instruction for struggling readers.</p> <p>December MTSS- Looking at the percentage of students being served at our Intensive Tier of support</p>			
1.1.f	<p>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).</p> <p>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)</p>	Yes	Planned	Battle of the Books is planned for May 2025		\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1.g	<p>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)</p> <p>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)</p>	Yes	Ongoing Implementation	<p>The P-3 Coherence Collaboration (P3CC) Math Implementation Team, with members from the Educational Services Division, Los Paseos, and El Toro, has participated in the following professional development:</p> <ul style="list-style-type: none"> • 1 Fall Convening • 4 Implementation Team Meetings • 1 Shared Learning Opportunity with Dr. Frankie from UCLA • 1 Facilitated Planning Release Day • 1 Classroom Visit Learning Opportunity 	P3CC Implementation Team Slide Deck	\$35,772.09	\$20163.27
1.1.h	<p>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</p>	Yes	Ongoing Implementation	<p>Professional development for Elementary PE Teachers:</p> <ul style="list-style-type: none"> • Shape PE <p>Professional development for Elementary VAPA Teachers:</p> <ul style="list-style-type: none"> • Santa Clara County 	August PD Schedule PLT Agendas	\$10,000.00	\$6330.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism) 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)</p>			<p>Office of Education (SCCOE) VAPA</p> <p>Materials for Elementary VAPA Teachers:</p> <ul style="list-style-type: none"> • Music Online Curriculum 			
1.1.i	<p>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)</p>	No	Ongoing Implementation	A UPK/P3 team has been established and has met twice to begin planning for the development of a UPK/P3 plan	UPK/UTK Meeting Agendas	\$9,330.00	\$885.35
1.1.j	<p>UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger</p>	No	Ongoing Implementation	Professional development provided to TK Teachers and Assistant Teachers on the	August PD Schedule October PD Schedule	\$157,500.00	\$2250

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning. 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)</p>			Preschool/Transitional Kindergarten Learning Foundations			
1.1.k	<p>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)</p>	No	Planned	The UPK/UTK Team is considering assessments for use with TK students	UPK/UTK Agenda	\$51,585.00	\$0
1.1.l	<p>UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.</p>	No	Planned	The UPK/UTK Team is considering instructional materials for use with TK students	UPK/UTK Agenda	\$51,585.00	\$78.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Maintenance of instructional materials, supplies, and program licenses for the base UPK/UTK instructional program. (UPK Grant)						
1.1.m	<p>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)</p> <p>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)</p>	Yes	Partially Implemented	<p>The position is staffed.</p> <p>The Elementary Literacy TOSA provides professional development to TK-5 teachers on literacy topics including:</p> <ul style="list-style-type: none"> • Heggerty Phonological and Phonemic Awareness • Heggerty Phonics <p>The Elementary Literacy TOSA provides professional development to the Reading Intervention Teachers (RITs) and MTSS Paraprofessionals on literacy topics including:</p> <ul style="list-style-type: none"> • Intervention curriculums-UFLI, Heggerty Bridge The Gap, OG strategies for multi- 	<p>August PD Agenda October PD Agenda November PD agenda December PD agenda RIT Meeting agendas</p>	\$166,262.79	\$75449.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				sensory education opportunities . <ul style="list-style-type: none"> • Intervention parameters and how to analyze classroom data • Theoretical Reading Models and their use in understanding the reading brain. • Progress monitoring in Intervention • MTSS- CA framework & its role in reading intervention 			
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	Yes	Fully Implemented	All positions fully staffed.		\$313,853.49	\$157527.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	grades TK-8 to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged (8 at 0.65 FTE). (LCFF Supplemental)						

Goal 1.2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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% Latino/Hispanic: 26.21%			2023-24 ELA - met/exceeded standards Sixth Grade Overall: 43.28% EL: 7.78% SWD: 11.27% HY: Data not available* SED: 32.85% Latino/Hispanic: 32.50% Seventh Grade Overall: 42.01% EL: 1.22% SWD: 7.69% HY: Data not available* SED: 24.89%	2025-26 ELA 6: 50% 7: 55% 8: 55% Math 6: 50% 7: 50% 8: 50% Including all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Eighth Grade Overall: 39.30% EL: 3.41% SWD: 5.33% HY: 14.00% SED: 25.19% Latino/Hispanic: 24%</p> <p>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%</p> <p>Seventh Grade Overall: 29.16% EL: 5.05% SWD: 4.48% HY: 15.69% SED: 13.83% Latino/Hispanic: 17.52%</p> <p>Eighth Grade Overall: 27.92% EL: 1.16% SWD: 0.00% HY: 3.92% SED: 15.53% Latino/Hispanic: 15.13%</p>			<p>Latino/Hispanic: 31.21%</p> <p>Eighth Grade Overall: 47.54% EL: 3.03% SWD: 4.69% HY: Data not available* SED: 31.48% Latino/Hispanic: 35.71%</p> <p>Math - met/exceeded standards Sixth Grade Overall: 29.32% EL: 5.38% SWD: 8.45% HY: Data not available* SED: 18.55% Latino/Hispanic: 17.19%</p> <p>Seventh Grade Overall: 33.46% EL: 2.20% SWD: 6.16% HY: Data not available* SED: 17.77% Latino/Hispanic: 24.21%</p> <p>Eighth Grade Overall: 27.50% EL: 2.86% SWD: 3.13% HY: Data not available* SED: 17.13% Latino/Hispanic: 15.17%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					*In order to protect student privacy, data is suppressed because fewer than 11 students tested.	
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%			2023-24 CAST: met/exceeded standards 8th Grade Overall: 32.81% EL: 1.45% SWD: 4.76% HY: Data not available* SED: 14.40% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	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			2023-24 7th Grade: 738.5 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)			Data not yet available as assessment has yet to be administered.	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			2024-25 Diagnostic #3 results are not yet available. Diagnostic #2 results have been included below. Diagnostic #2 Results Reading	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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Latino/Hispanic: 30%</p> <p>Seventh Grade Overall: 33% / 115 students EL: 4% / 3 SWD: 20% / 12 SED: 16% / 16 Latino/Hispanic: 26%</p> <p>Eighth Grade Overall: 38% / 201 students EL: 5% / 3 SWD: 19% / 19 SED: 22% / 41 Latino/Hispanic: 25%</p>			<p>Sixth Grade Overall: 36% / 184 EL: 2% / 1 SWD: 17% / 10 SED: N/A Latino/Hispanic: 22%</p> <p>Seventh Grade Overall: 38% / 215 EL: 3% / 2 SWD: 12% / 8 SED: N/A Latino/Hispanic: 28%</p> <p>Eighth Grade Overall: 39% / 205 EL: 9% / 7 SWD: 15% / 10 SED: N/A Latino/Hispanic: 30%</p>	<p>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.</p> <p>Sixth Grade Overall: 87% EL: 67% SWD: 76% SED: 85% Latino/Hispanic: 75%</p> <p>Seventh Grade Overall: 78% EL: 64% SWD: 80% SED: 76% Latino/Hispanic: 71%</p> <p>Eighth Grade Overall: 83% EL: 65% SWD: 79% SED: 82% Latino/Hispanic: 70%</p>
1.2.f	Pupil Achievement: iReady Math Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)	<p>2023-24 Diagnostic #3 Results Math</p> <p>Sixth Grade Overall: 40% / 217 students EL: 10% / 10 SWD: 20% / 17</p>			<p>2024-25 Diagnostic #3 results are not yet available. Diagnostic #2 results have been included below.</p> <p>Diagnostic #2 Results Math</p>	<p>2026-27 Diagnostic #3 Results Math</p> <p>The long-term goal is that 100% of students for all grade levels and student groups will</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>SED: 25% / 47</p> <p>Seventh Grade Overall: 31% / 155 students EL: 7% / 7 SWD: 13% / 11 SED: 16% / 26</p> <p>Eighth Grade Overall: 33% / 166 students EL: 5% / 3 SWD: 17% / 17 SED: 20% / 36</p>			<p>Sixth Grade Overall: 34% / 171 EL: 6% / 5 SWD: 9% / 5 SED: N/A Hispanic/Latino: 18%</p> <p>Seventh Grade Overall: 30% / 169 EL: 4% / 3 SWD: 8% / 5 SED: N/A Hispanic/Latino: 19%</p> <p>Eighth Grade Overall: 33% / 171 EL: 8% / 6 SWD: 7% / 4 SED: N/A Hispanic/Latino: 22%</p>	<p>perform at grade level or above.</p> <p>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.</p> <p>Sixth Grade Overall: 85% EL: 67% SWD: 76% SED: 85%</p> <p>Seventh Grade Overall: 76% EL: 67% SWD: 73% SED: 76%</p> <p>Eighth Grade Overall: 78% EL: 65% SWD: 77% SED: 80%</p>
1.2.g	<p>Student Engagement: Middle School (6-8) Student Responses: % Agree/Strong Agree</p> <p>I go to class prepared</p> <p>I care about my school</p> <p>My school prepares students for high school success</p>	<p>Middle School (6-8) Student Engagement: Student Responses</p> <p>I go to class prepared: 79%</p> <p>I care about my school: 62%</p>			<p>2024-25 Data not yet available. The LCAP survey has not yet been administered for the 2024-25 school year.</p>	<p>Middle School (6-8) Student Engagement: Student Responses</p> <p>I go to class prepared: 90%</p> <p>I care about my school: 85%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>My school teachers students about the importance of middle school grades for a-g readiness</p> <p>My school offers challenging classes</p> <p>Instruction at school is rigorous and inclusive of diverse learners</p> <p>Instruction at school is engaging/fun and interesting</p> <p>(LCAP Student Survey)</p>	<p>My school prepares students for high school success: 61%</p> <p>My school teachers students about the importance of middle school grades for a-g readiness: 56%</p> <p>My school offers challenging classes: 47%</p> <p>Instruction at school is rigorous and inclusive of diverse learners: 52%</p> <p>Instruction at school is engaging/fun and interesting: 34%</p> <p>Note: 668 students in grades 6-8 answered</p> <p>Note: n=668 student responses in grades 6-8 with 1686 total students in those grades districtwide. A total of 2092 student responses for 23-24 (grades 5-12)</p>				<p>My school prepares students for high school success: 90%</p> <p>My school teachers students about the importance of middle school grades for a-g readiness: 90%</p> <p>My school offers challenging classes: 60%</p> <p>Instruction at school is rigorous and inclusive of diverse learners: 70%</p> <p>Instruction at school is engaging/fun and interesting: 70%</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2.a	Math TOSA - Provide targeted professional development and support to teachers on the	Yes	Fully Implemented	The position is staffed. The Math TOSA	August PD Schedule	\$153,675.55	\$76696.26

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)</p> <p>Math Teacher on Special Assignment to support mathematics instruction, provide instructional coaching, and lead district-level professional development to improve access to resources and programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)</p>			<p>coordinates and provides professional development to site administrators and teachers on math topics including:</p> <ul style="list-style-type: none"> • Counting Collections • Math Talks • Rethinking Disability and Mathematics • English Learners in the math classroom 	<p>October PD Schedule Elementary, Secondary, and TK-Adult Leadership Agendas</p>		
1.2.b	<p>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)</p> <p>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)</p>	Yes	Fully Implemented	<p>The AVID contract has been executed and teacher stipends assigned.</p> <p>AVID is offered as and elective to middle school students as part of the 6th grade elective wheel as well as an elective course to 7th and 8th grade.</p>	<p>AVID contract, and Stipend contracts. Middle school master schedules, Course enrollment.</p>	\$33,000.00	\$10368

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2.c	<p>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)</p> <p>Academic mentoring, college and career counseling, and support for grades 6-8 for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)</p>	Yes	Fully Implemented	<p>Both middle schools have a CAL-SOAP support counselor who meets with students receiving D or F grades. They provide targeted counseling, goal setting as well as coordinating with the AVID classes.</p> <p>The contract for this service has been executed and is being implemented.</p>	CAL-SOAP contract. Student program/activities data.	\$10,000.00	\$10000
1.2.d	<p>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</p>	Yes	Partially Implemented	<p>Counselors meet on a monthly basis to received professional development, review data, best practices and monitor/report on student progress and needs.</p> <p>A representative group of counselors have</p>	Monthly Counseling Agendas/Notes Counseling Plan (Draft)	\$20,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>manage time, and preparing for important tests. (Differentiated Assistance - Academics) 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)</p>			<p>been meeting on a quarterly basis to work on the districtwide Counseling Plan</p>			
1.2.e	<p>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)</p>	No	Fully Implemented	<p>Sixth Grade Connection was held at all four sixth grade sites. Two hundred and fifty (250) students were registered to attend across two days. The students experienced time on campus and learned about topics including:</p> <ul style="list-style-type: none"> • Study Skills • Stress Management • Time Management • Making Friends • The impact of attendance 	Student registration lists Professional development agenda	\$15,000.00	\$16026.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2.f	<p>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)</p>	No	Partially Implemented	All academic counselors have received one session of professional development on the California College Guidance Initiative. An additional session will be provided in the Spring.	Professional Development agenda/notes	\$0.00	\$0
1.2.g	<p>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</p>	Yes	Fully Implemented	<p>All middle schools are staffed with a counselor. (Britton, Murphy, JAMM and SMG)</p> <p>The counselors manage SEL, student academic needs, 504s, SSTs, parent meetings, scheduling, and Independent Studies. They are integral Climate and Culture team, and facilitate restorative conversations.</p>		\$537,064.90	\$194153.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff and families to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (4.0 FTE). (LCFF Supplemental).						

Goal 1.3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3.a	Pupil Achievement: High School Graduation Rates (Cohort/DataQuest)	Class of 2023 Overall: 92.8% / 662* students EL: 80.3% / 53 SWD: 78.5% / 62 SED: 86.5% / 262 HY: 81.3% / 52 Latino/Hispanic: 88.8% / 301 *Number revised due to input error. Percentage was correct.			Class of 2024 Overall: 91.8% / 635 EL: 79.8% / 75 SWD: 76.3% / 74 SED: 87.6% / 289 HY: 91.7% / 77 Latino/Hispanic: 88.9% / 327	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	Class of 2023 Overall: 55.1% / 365 students			Class of 2024 Overall: 50% / 317 EL: 9.3% / 7	Meeting UC/CSU a-g university entrance requirements: 65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	UC/CSU a-g university entrance requirements (Cohort/DataQuest)	EL: 17% / 9 SWD: 11.3% / 7 SED: 35.1% / 92 HY: 32.7% / 17 Latino/Hispanic: 39.5% / 119			SWD: 12.2% / 9 SED: 26.3% / 76 HY: 22.1% / 7 Latino/Hispanic: 32.4% / 106	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%			Class of 2024: 19.2% EL: 3.1% SED: 10.1% SWD: 6.1% Latino/Hispanic: 13.7%	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			Class of 2024: All: 283 students / 44.5% EL: 11 students SWD: 28 students HY: 18 students SED: 81 students Latino/Hispanic: 134 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			Class of 2024: 9.6% / 61 EL: 4% SED: 11.1%	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 (DataQuest)	Class of 2023: 35.5%* *Internal calculation due to discrepancies in DataQuest			Class of 2024: 37.3%	Completing the requirements for a Golden State Seal: 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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			2024-25 CTE Enrollment: 2050 / 76% EL: 213 SWD: 294 SED: 860 AP Enrollment: 1285 / 48% EL: 44 SWD: 31 SED: 210 Dual Enrollment: 551 / 20% EL: 17 SWD: 46 SED: 96	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 Total Exams Percent passed with a 3 or higher: 56.1% (all) EL Passed: 50% / 3 students SED Passed: 60.8%* / 384* passed *Revised due to report error			2023-24: Students taking AP exams: 1041 students Percent passed with a 3 or higher: 60.9% (all) EL Passed: 50% / 9 students SED Passed: 59.1% / 389	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			2024-25 S1 Integrated Math I: 65% / 318 passed IM 1 with a C or better EL: 29% / 16 passed IM 1 with a C or better SED: 48% / 93 passed IM 1 with a C or better	Integrated Math pass rate with a C or better: 85% EL: 60% SED: 70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: 44.7% / 21 passed IM 1 with a C or better				
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			2023-24 Semester 1 (Class of 2028) On Track: 73.1% / 475 Off Track: 26.9% / 176 A-G Eligible: 54.6% / 348 College Success: 34% / 223	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% Math - met/exceeded standards 11th Grade Overall: 30.4% EL: 1.41% SWD: 3.90% SED: 12.34% HY: 14.29%			2023-24 ELA - met/exceeded standards 11th Grade Overall: 51.99% EL: 9.68% SWD: 9.46% SED: 36.19% HY: N/A* Math - met/exceeded standards 11th Grade Overall: 30.29% EL: 0% SWD: 2.78% SED: 15.24% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	ELA 11: 65% Math 11: 50% Including all student groups
1.3.l	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 11	2022-23 Science (CAST) - met/exceeded standards			2023-24 Science (CAST) - met/exceeded standards	Science 11: 55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(CA School Dashboard)	11th Grade Overall: 40.3% EL: 1.45% SWD: 8.97% SED: 19.57% HY: 25.53%			11th Grade Overall: 37.94% EL: 0% SWD: 4.23% SED: 23.31% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	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%			2023-24 SAT data is not yet available.	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			2023-24 470 students in grades 10-12	2025-26 450 students in grades 10-12

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Ongoing Implementation	District-wide PD days in August and October included sessions specific to CTE teachers. CTE teachers reviewed the CTE Handbook developed for the 24-25 school year. The CTE	PD day schedules, completed CTE handbook	\$10,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Socioeconomically Disadvantaged students. Professional development, release time, extra hours, curriculum, and materials for CTE programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)</p>			<p>Handbook provides direction to CTE teachers regarding the components of and policies regarding CTE programs, program teacher requirements, and systems in place for budgeting and purchasing. District staff from the Business Department explained the new process for submitting and obtaining approval for purchase requests and reimbursements. A key focus of the PD sessions was on how to increase the participation of CTE advisors within CTE courses, to move beyond solely advising the teacher to become more active contributors in CTE classes (guest speakers, guest lecturers, etc.).</p>			
1.3.b	<p>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</p>	Yes	Planned	<p>Materials and resources will be ordered this spring in preparation for the 2025 AP exam administration and covering cost of AP exams.</p>	<p>High School Master Schedules, Enrollment data. Students taking and passing AP exams steadily increasing.</p>	\$12,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	materials for AP Capstone for students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth. (LCFF Supplemental)			2024-2025 is the second year that Sobrato High School is offering AP Seminar. Next year will be the first year that students have the opportunity to take AP Research. Live Oak first offered AP Seminar courses in 2022-2023; In 2023-2024 Live Oak offered AP Research for the first time.			
1.3.c	<p>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) 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)</p>	Yes	Ongoing Implementation	<p>Both high schools work with EOS to increase access to AP, dual enrollment, and advanced courses to underrepresented students. Increases in enrollment in these courses including the outlined student groups shows progress in this area.</p> <p>Fall Student and Staff Survey have been administered. EOS will continue to work with site high school administration and staff to review results and work on next steps.</p>	EOS Contract has been executed for the current year. High School Master Schedules, Enrollment data. Students taking and passing AP exams steadily increasing.	\$30,000.00	\$30000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3.d	<p>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)</p>	Yes	Ongoing Implementation	The Freshman Success Team meets twice monthly to analyze student grades and attendance, plan tier one supports for freshmen, and discuss supports for students who are not currently on track for graduation inclusive of the student groups outlined. The freshman success team consists of teachers, counselors, and administrators.	Stipend contracts (4 for each high school). Freshman course grade improvements (see goal 1.3 metrics).	\$26,575.00	\$14,902.25
1.3.e	<p>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</p>	No	Fully Implemented	Freshman Success Coordinators (2) provide targeted support for successful transitions to high school students. Data shows the improvement in FOT data and student outcomes.	Monthly meetings for data analysis (grades, attendance, wellness, etc.) and reporting to staff, planning and	\$140,000.00	\$25513.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Assistance and CA School Dashboard - Academics) 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)</p>				<p>coordination of events</p> <p>Monthly events to engage and support Freshmen</p> <p>Monthly professional development for high school staff</p> <p>Daily collaboration with site counseling teams and administrators.</p>		
1.3.f	<p>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) AVID (Advance Via Individual Determination) elective course offering in the high school grades</p>	Yes	Fully Implemented	Contract executed for the current year and positions staffed. AVID is offered at ASHS as a 12th grade elective during the 2024-2025 school year to assist students in learning about college, applying for college, and applying for financial aid. Live Oak offers AVID elective courses to students of all grade levels. Students in 9th and 10th grade take AVID, focusing on developing students' academic skills through note-taking, time management, and collaboration activities.	AVID Site Plan, AVID Lead stipends, master schedule programming, and enrollment data	\$37,000.00	\$24633.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(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)			Students in 11th and 12th grades take AVID Seminar where students solidify their college readiness skills through focused activities on college application processes, study skills, and critical thinking.			
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)	Yes	Ongoing Implementation	Licenses for Cyberhigh and Edmentum for credit recovery have been purchased as needed. Graduation rates are maintained and show that sites continue to utilize these tools to help student stay on track to graduate high school, meeting a-g eligibility requirements for university entrance, and remediate necessary coursework.	Licenses for Edmentum EdOptions, etc. Student rosters	\$5,000.00	\$0
1.3.h	CalSOAP - Provide high school students access to a state	Yes	Fully Implemented	Cal-SOAP provides counselors to each	Cal-SOAP Workshop	\$87,000.00	\$10500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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)</p> <p>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)</p>			<p>high school to support first-generation college students with the college application and financial aid application process. They, along with our academic counselors, offer workshops to all students and families on filling out college related applications.</p>	<p>schedules; meetings with students and outreach activities, Cash for College presentations in English and Spanish</p>		
1.3.i	<p>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 -</p>	Yes	Ongoing Implementation	<p>High school counselors meet monthly as their own PLT. They calibrate practice, plan counseling activities, and organize the hosting of many events, including Cafecito for families who speak Spanish, Cash for College Night, College days, and Course Information Night. Counselors calibrate their practice with state wide norms</p>	<p>UC, CSU, and CASC Financial Aid conference requisitions and attendance records. Counselor Monthly meetings/agen das</p>	\$5,000.00	\$3016

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Academics, Career and College Readiness, Graduation Rate) 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)</p>			and with UC/CSU by attending professional conferences which this action funds.			
1.3.j	<p>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)</p>	Yes	Planned	National Clearinghouse Research Contract has not yet been established. Work continues with CCGI to supplement the material as needed		\$5,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3.k	<p>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) 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)</p>	No	Fully Implemented	<p>Both comprehensive high school campuses continue to host 9th Connection, over a series of series at the end of the summer to help incoming ninth graders understand graduation requirements, learn skills essential to high school, and navigate campus before the school year starts. Student participation continues to grow.</p> <p>Summer of 2024 325 incoming freshmen participated in the Ninth Grade Summer Connection program.</p>	Summer Connection schedules and attendance student rosters	\$15,000.00	\$32637.71
1.3.l	<p>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,</p>	No	Fully Implemented	CTE completers in graduating cohort improved from 42% in 2023 to 44.5% in 2024.	<p>The CTE program continues to grow and develop in scope and quality.</p> <p>Developed and implemented 14 new CTE courses for '24-'25 school year bringing total to 47 courses. CTE pathway opportunities improving with</p>	\$2,418,856.34	\$1014195.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supplies, release time for PD and collaboration. (CTEIG, Perkins, AIG, LCFF Base)				<p>21 pathways across 6 major industry sectors.</p> <p>Developed a CTE handbook for teachers to standardize rigor and continuity of practice in CTE courses.</p> <p>Awarded S4CA grant to fund on-going annual Tiny Home building to provide relevant hands-on instruction in all constr. trades.</p> <p>CA Golden Pathways Grant to expand dual enrollment opportunities with our local Junior College.</p>		
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-	No	Fully Implemented	Central is staffed with a full time academic counselor		\$126,621.00	\$57900.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>secondary planning. (CA Dashboard - Graduation Rate) Academic Counselor for Central High to increase graduation rates and prepare students for college and career. (CSI Funding)</p>						
1.3.n	<p>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)</p> <p>Curriculum, materials, and supplies to implement and support the Seal of Biliteracy for English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)</p>	Yes	Ongoing Implementation	Sites continue to work on students meeting Seal of Biliteracy requirements. Full 24-25 data will be available this summer.	Graduation outcome metrics	\$5,000.00	\$0
1.3.o	<p>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</p>	Yes	Planned	Ongoing conversations regarding the State Seal of Civic Engagement that include social studies department chairs, social studies teachers, and administrators from both comprehensive high school high schools were invited to participate. The		\$12,330.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness) 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)</p>			<p>meeting was facilitated by Diana Jimenez. The goal on the collaboration is to mesh the new state seal of civic engagement with existing structures (ie. Civics Points) so as to enhance the program and opportunities, without duplicating efforts.</p>			
1.3.p	<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)</p>	Yes	Planned	<p>Students enrolled in specific courses (AVID) or that qualify for specific programs (CARE, McKinney Vento) are taken on college visits during the spring. Students also attended SJSU African-American College Summit and all Seniors will be invited to attend Gavilan College's Senior Day in April.</p>		\$3,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3.q	<p>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)</p> <p>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)</p>	No	Fully Implemented	Dual enrollment student enrollment has increased to 551 students for the 2024-25 school year with 5 new courses in addition to the 4 courses offered in 2023-24. Dual enrollment courses for the 2024-25 school year include Art 10, Art 7A, Math 14, BUS 14, ECON 10, MUS 14, DM 77, Art 13, CMGT 101, and CMGT 102.	Master schedules and student enrollment	\$29,950.00	\$81153.28

Goal 1.4

Goal Description

Facilitate English Learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 2024 EL Graduates: 79.8% / 75 LTEL: 28 students	Class of 2025-26 EL Graduates 90% LTEL: 8 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4.b	Pupil Achievement: English Learner/LTEL graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (DataQuest)	Class of 2023 EL/LTEL Graduates: 17% / 9 students			Class of 2024 EL/LTEL completing UC a-g requirements: 9.3% / 7 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%			2023-24 45.2%	2025-26 55%
1.4.d	Pupil Achievement: English Learners in Grades K to 8 Scoring at Grade Level or Above (iReady Reading)	2023-24 Diagnostic #3 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			2023-24 Diagnostic #3 data is not yet available. Diagnostic #2 Reading data is below. K: 33% / 33 1: 14% / 14 2: 14% / 15 3: 16% / 15 4: 6% / 6 5: 2% / 2 6: 2% / 1 7: 3% / 2 8: 9% / 7	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: 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			2024-25 Diagnostic #3 is not yet available. Diagnostic #2 Math data is below.	2026-27 Diagnostic #3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		3: 27% / 31 4: 20% / 26 5: 13% / 13 6: 10% / 10 7: 7% / 7 8: 5% / 3			K: 21% / 23 1: 4% / 4 2: 12% / 13 3: 4% / 3 4: 8% / 8 5: 5% / 5 6: 6% / 5 7: 4% / 3 8: 8% / 6	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			New rating not yet available	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			2024-25 EL AP Enrollment: 44 EL CTE Enrollment: 277 EL Dual Enrollment: 16	2026-27 AP Enrollment: 60 CTE Enrollment: 275 Dual Enrollment: 30
1.4.h	Pupil Achievement:	Class of 2023: 15 students			Class of 2024: 11 students	Class of 2026 45 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	English Learner Students Successfully Completing CTE Pathways					
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			2024-25 S1 Integrated Math I: 29% / 18 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			2024-25 (as of January 2025) 286 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%			2024-25 Attendance Rate (as of January 2025): 92.13%	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			2024 CA Dashboard 7.2% 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% Newcomer: No data available* LTEL: No data available* Grade 5 EL Overall: 14.03%			2023-24 ELA - met/exceeded standards Grade 3 EL Overall: 9.18% Newcomer: No data available* LTEL: No data available* Grade 4 EL Overall: 11.97% Newcomer: No data available* LTEL: No data available* Grade 5 EL Overall: 6.02%	2025-26 ELA - met/exceeded standards 3: 45% 4: 50% 5: 60% 6: 50% 7: 55% 8: 55% 11: 65% Including all student groups and dually identified students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Newcomer: No data available*</p> <p>LTEL: No data available*</p> <p>Grade 6</p> <p>EL Overall: 3.41%</p> <p>Newcomer: No data available*</p> <p>LTEL: 4.44%</p> <p>Grade 7</p> <p>EL Overall: 4.04%</p> <p>Newcomer: No data available*</p> <p>LTEL: 0.00%</p> <p>Grade 8</p> <p>EL Overall: 3.41%</p> <p>Newcomer: No data available*</p> <p>LTEL: 2.13%</p> <p>Grade 11:</p> <p>EL Overall: 6.76%</p> <p>Newcomer: No data available*</p> <p>LTEL: 4.00%</p> <p>SWD/EL: 3.5%</p> <p>SWD/FY: No data available*</p> <p>SWD/SED: 4%</p> <p>*In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p>			<p>Newcomer: No data available*</p> <p>LTEL: No data available*</p> <p>Grade 6</p> <p>EL Overall: 7.78%</p> <p>Newcomer: No data available*</p> <p>LTEL: 2.86%</p> <p>Grade 7</p> <p>EL Overall: 1.22%</p> <p>Newcomer: No data available*</p> <p>LTEL: 0.00%</p> <p>Grade 8</p> <p>EL Overall: 3.03%</p> <p>Newcomer: No data available*</p> <p>LTEL: 2.63%</p> <p>Grade 11:</p> <p>EL Overall: 9.68%</p> <p>Newcomer: 0.00%</p> <p>LTEL: 7.55%</p> <p>SWD/EL: 1%</p> <p>SWD/FY: No data available*</p> <p>SWD/SED: 4.17%</p> <p>*In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p>	
1.4.n	Pupil Achievement: Statewide Assessment SBAC for English Learners in Math by Grade Level (CA School Dashboard)	<p>2022-23</p> <p>Math - met/exceeded standards</p> <p>Grade 3</p>			<p>2023-24</p> <p>Math - met/exceeded standards</p> <p>Grade 3</p>	<p>2025-26</p> <p>Math - met/exceeded standards</p> <p>3: 50%</p> <p>4: 50%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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% 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			EL Overall: 20.00% Newcomer: No data available* LTEL: No data available* Grade 4 EL Overall: 12.82% Newcomer: No data available* LTEL: No data available* Grade 5 EL Overall: 3.61% Newcomer: 0.00% LTEL: No data available* Grade 6 EL Overall: 5.55% Newcomer: No data available* LTEL: 0.00% Grade 7 EL Overall: 2.44% Newcomer: No data available* LTEL: 2.22% Grade 8 EL Overall: 3.04% Newcomer: No data available* LTEL: 0.00% Grade 11: EL Overall: 0.00% Newcomer: 0.00% LTEL: 0.00% *In order to protect student privacy, data	5: 40% 6: 50% 7: 50% 8: 50% 11: 50% Including all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		is suppressed because fewer than 11 students tested.			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			Discontinued assessment. Not available. All students using iReady Assessments.	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 Percentage of EL Students Reclassified: 13.4% / 196			Data not yet available for the 2024-25 school year.	2025-26 Maintain at 10% or greater

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics). 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)	Yes	Planned	Position currently unfilled. Recruitment is currently underway to fill the position.		\$147,081.83	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4.b	<p>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)</p>	No	Ongoing Implementation	<p>This action provides additional hourly help to test English Learners at four high EL enrollment sites.</p> <p>Post Retirement former ELPAC test examiners have confirmed availability to assist in summative testing. The personnel requisition for this support has been entered and their training has been provided. ELPAC testing window opens Feb. 3.</p>	Training rosters	\$20,000.00	\$0
1.4.c	<p>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)</p>	Yes	Ongoing Implementation	All sites currently have one English Learner Facilitator (ELF) to support implementation of English Language Development and monitoring of English Learner progress. SMG has two ELF's due to high EL enrollment.	stipend contracts	\$42,933.00	\$42275.47

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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)	Yes	Planned	The Plan for English Learner Success was approved by the Board of Trustees in December 2024. Professional Development is being planned.		\$49,340.00	\$0.00
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)	Yes	Planned	Planned for May 2025		\$1,000.00	\$0
1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics) Stipends for Constructing Meaning leads at four secondary sites to	Yes	Fully Implemented	Secondary sites have Constructing Meaning Leads to support with effective implementation of Constructing Meaning		\$11,000.00	\$3897.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support the implementation of Constructing Meaning strategies in instruction, instructional support, and training for integrated English Language Development (ELD) to improve outcomes for English Learners, including Long-Term English Learners. (LCFF Supplemental)			instructional strategies to support English Learners.			
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)	No	Partially Implemented	The ELPAC test administrations are planned, test examiners trained, and testing procedures and materials procured and organized. Testing window opens Feb.3. Approximately 1200 English Learners will be taking the 4 part ELPAC test which includes both online and 1 on 1 components.	A total of 32 test administrator have completed training to date. That roster and training certificates are maintained and available for audit as required.	\$15,930.00	\$0
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)	Yes	Partially Implemented	EL Achieve (ELD) materials have been purchased as needed. Planning for teacher professional development.		\$38,260.00	\$1057.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4.i	<p>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)</p>	Yes	Ongoing Implementation	<p>Principals meet with their Guiding Coalition following each assessment window to analyze data related to English Learners utilizing the ELlevation platform.</p> <p>Principals work with their staff to determine next steps for instructional impact on improving achievement for English Learners.</p>		\$41,506.00	\$41506.50
1.4.j	<p>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)</p>	Yes	Ongoing Implementation	<p>The District TOSAs have participated in professional development to enhance TK-3 English Learner outcomes</p> <ul style="list-style-type: none"> • 3 professional development sessions • 1 in-field coaching opportunity <p>The Director of Elementary Education has participated in classroom walk-throughs with the New Teacher Center to look for strengths and next steps related to</p>	Professional Development Agendas	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				supporting English Learners in TK-3 classrooms.			
1.4.k	<p>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)</p> <p>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)</p>	Yes	Planned	Planned for Spring 2025		\$150,000.00	\$5455.44

Goal 1.5

Goal Description

Improve equity, access, and outcomes for diverse student learners by increasing opportunities for student learning in the least restrictive environment (LRE).

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 fewer than 11 students tested per grade level or student group.			2023-24 Met or Exceeded Standard Overall: 9.36% 3rd: 16.88% 4th: 6.95% 5th: 7.35% 6th: 11.27% 7th: 7.69% 8th: 4.69% 11th: 9.46% SWD/EL: 1% SWD/FY: **Data not available due to group size SWD/SED: 1.85% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	2025-26 25% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels
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%			2023-24 Met or Exceeded Standard Overall: 8.18% 3rd: 15.79% 4th: 8.34% 5th: 11.60% 6th: 8.45% 7th: 6.16%	2025-26 20% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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.			8th: 3.13% 11th: 2.78% SWD/EL: 2.7% SWD/FY: **Data not available due to group size SWD/SED: 1.85% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	
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% 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.			2023-24 ELA Met: 23.81% Math Met: 23.81% 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.	2025-26 ELA Met: 50% Math Met: 40%
1.5.d	Pupil Achievement: SWD College & Career Readiness Indicator (CA School Dashboard)	2022-23 9.8% Prepared			2023-24 17.3% 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 2024 76.3% Graduated (Cohort)	Class of 2026 90% Graduated (Cohort)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5.f	Student Outcomes: SWD Suspension Rates (CA School Dashboard)	2022-23 9.5% suspended at least 1 day			2023-24 9.3% 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%			Data not yet available	2027 Annual Determination Letter LRE >80% of the day: 71% State Target: >70%
1.5.h	Student Outcomes: State Performance Plan Indicators: 5b: Education Environments: Less than 40% of the day in the Least Restrictive Environment (Annual Determination Letter)	2024 Annual Determination Letter LRE <40% of the day: 12.89% State Target: <16.5%			Data not yet available	2027 Annual Determination Letter 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%			Data not yet available	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%			2024-25 (as of January) SWD students in high school enrolled in at least 1 AP course: 31 / 8.5% SWD students in high school enrolled in at least 1 CTE course: 281 / 77% SWD students in high school enrolled in at least 1 dual enrollment course: 41 / 11.2%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5.k	Student Outcomes: SWD Students Successfully Completing CTE Pathways	Class of 2023 SWD 60 students / 75%			Class of 2024 SWD 29 students / 44%	Class of 2026 SWD 75 students
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			2024-25 S1 Integrated Math I: 58% / 14 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			2024-25 Diagnostic #3 data is not yet available. Diagnostic #2 data is below. Mid-Above Grade Level: 6% Early On Grade Level: 7% One Grade Level Below: 24% Two Grade Levels Below: 17% Three or More Grade Levels Below: 46%	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% Early On Grade Level: 11% One Grade Level Below: 24%			2024-25 Diagnostic #3 data is not yet available. Diagnostic #2 data is below Mid-Above Grade Level: 3% Early On Grade Level: 5% One Grade Level Below: 30%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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			Two Grade Levels Below: 21% Three or More Grade Levels Below: 41%	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			Metric has been discontinued. All students now take the iReady Assessments.	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			23-24 ELA SWD: 9.36% EL: 1% SED: 1.85% HY: NA - sample size too small FY: 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			23-24 Math SWD: 8.18% EL: 2.7% SED: 1.85% HY: NA - sample size too small FY: 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5.a	<p>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)</p> <p>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)</p>	Yes	Partially Implemented	<p>Observation sampling of high school co-teaching pairs by District SPED staff and SCCOE Inclusion Collaborative staff on September 24, 2024. SCCOE Inclusion Collaborative staff provided professional development, Co-teaching for Inclusive Classrooms, on October 4th, 2024. October 4th professional development was attended by middle school and high school co-teaching pairs. General education and special education co-teaching pairs that attended the professional development were provided with online co-teaching resources.</p> <p>Planning meetings were held between Inclusion Collaborative staff and targeted District administrators, site administrators, and staff members to</p>	October, December, and January professional development: feedback surveys, presentation materials, handouts	\$82,700.00	\$4240.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>discuss the District's needs.</p> <p>Professional Development for UDL was held Dec 12 at Nordstrom and January 15 at High schools</p> <p>Upcoming trainings provided by the Inclusion Collaborative in UDL and co-teaching at Nordstrom are scheduled with lead teachers throughout the remainder of the year.</p> <p>One PD for paras and teachers doing inclusion at the comprehensive high schools is planned and individual and small group coaching sessions on UDL and Co-teaching are planned for the comprehensive high schools for the remainder of the school year.</p>			
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	Yes	Partially Implemented	District Leadership have met with Supporting Inclusive Practices (SIP) to develop a plan that lays the groundwork for committee. Professional Development for admin on inclusive practices	Notes from SIP meetings	\$6,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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)</p> <p>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)</p>			<p>has been delivered in administrator meetings, while additional Professional Development for administrators has been scheduled. Committee facilitation by SIP has been planned and tentative start date in Spring 2025 with subsequent meetings in 2025-2026 school year.</p>			
1.5.c	<p>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)</p>	Yes	Partially Implemented	<p>BCBAs attended certification courses in SafetyCare (QBS) in order to be trainers. Paraprofessionals working in special day classes were trained by BCBAs in Safety Care (QBS) during the PD days prior to the commencement of the 24-25 school year. Ongoing support provided by BCBAs on sites. Additional</p>	<p>Certificates; training agendas; records of training and passing paras notification</p>	\$33,554.00	\$11600

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			trainings planned for the remainder of the school year.			
1.5.d	<p>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)</p> <p>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)</p>	Yes	Fully Implemented	Additional paraprofessional placed at Britton Middle school who is facilitating inclusion for students who were previously in more restrictive settings at their elementary sites.		\$66,000.00	\$33000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5.e	<p>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) 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)</p>	No	Fully Implemented	Catalyst and MHUSD opened a Co-Taught Inclusion preschool in August 2024. There is a Early Childhood Specialist Intern servicing as the Co-Teacher. A paraprofessional was hired in November to support the program.		\$238,000.00	\$168319.58
1.5.f	<p>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</p>	Yes	Partially Implemented	<p>Paraprofessionals working in RSP settings provided with training in professional development prior to the beginning of the school year in behavior and academic support for students with disabilities.</p> <p>Ongoing trainings for UDL, behavior,</p>	Presentation for August PD training; schedule of training topics	\$24,470.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			curriculum, and other needed skills are planned for Spring Semester after school on a voluntary basis with compensation.			

Goal 2.0

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%			2024-25 (as of December) Average remains at less than one visit per week per site Attendance Rate (January 2025): 93.29% Chronic Absenteeism Rate (January 2025): 16.6%	8 visits per week or 20% of weekly schedule Attendance Rate Target: 95% Chronic Absenteeism Rate: Target: 14% or less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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			2024-25 (as of January 2025) Of 226 respondents to a district survey - 43% agree: I know who my school community liaison is, 27% disagree, 21% are not sure 69% of families who contacted their community liaisons for support reported 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 development activities per year			2024-25 (as of January 2025) At least 11 of 13 liaisons have participated in one PD activity this year; 8 of those have participated in at least two; at least 3 of those have participated in 3 or more.	All Community Liaisons participate in at least 3 formal family engagement 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.			2024-25 (January 2025) Thus far this year: 256 individuals have participated in at least one activity hosted/organized by the FACE Department	Participation across demographic groups will increase by 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Note: Beginning 2024-25, participation data will be tracked for all events and disaggregated by student group			100 individuals have participated in at least one FACE Center event so far this school year	
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.			2024-25 Data is not yet available.	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 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			2024-25 Complete data is not yet available. Data from LCAP survey is not yet available Thus far for school reported data: 10 of 13 schools reported: 53% average attendance	90% of families responding to a district survey attended Back-to-School Night or Open House
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:			2024-25 Data is not yet available. LCAP survey administration has not been completed.	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:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>69% of families surveyed: My child's school encourages parental involvement</p> <p>Volunteering: 46% of families surveyed have volunteered in their child's school</p> <p>Note: 471 district parents participated in the 23-24 district survey; 5,579 families in grades Transitional Kindergarten-12 districtwide</p>				<p>80% of families surveyed agree or strongly agree: My child's school encourages parental involvement</p> <p>Volunteering 55% of families surveyed have volunteered in their child's school</p>
2.0.h	Parental Involvement: Communication with Families	<p>67% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress</p> <p>69% of families surveyed agreed: My child's school shares data with families about student skill levels</p> <p>Baseline data to be established:</p> <ul style="list-style-type: none"> • My child's teacher has shared how the school addresses the diverse learning needs of all students 			2024-25 Data is not yet available. LCAP survey administration has not been completed.	<p>95% of families surveyed agree: My child's school effectively communicates with parents regarding their child's progress</p> <p>90% of families surveyed agree: My child's school shares data with families about student skill levels</p> <p>80% of families surveyed agree or strongly agree on these statements:</p> <ul style="list-style-type: none"> • My child's teacher has shared how the school addresses the diverse learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> I have had at least two opportunities to share insights about my child's learning needs and interests with their teacher <p>Note: 471 district parents participated in the 23-24 district survey; 5,579 families in grades Transitional Kindergarten-12 districtwide</p>				<p>needs of all students</p> <ul style="list-style-type: none"> I have had at least two opportunities to share insights about my child's learning needs and interests with their teacher

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.0.a	<p>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)</p> <p>Bilingual Community Liaisons at each school site within MHUSD are dedicated to providing</p>	Yes	Fully Implemented	All schools have a full time community liaison.	Staff list by school	\$389,556.31	\$182833.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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)</p> <div data-bbox="180 651 602 841" style="border: 1px solid orange; padding: 5px;"> <p>Link to staff list: https://drive.google.com/file/d/1382ma-n9JYK8jboBleOe1wOgLibTxOcA/view?usp=drive_link</p> </div>						
2.0.b	<p>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) Professional development opportunities tailored to the needs of Community Liaisons, including workshops on topics such as</p>	Yes	Partially Implemented	Liaisons have participated in various trainings including HOLA training for interpreters, Family and Community Engagement Training through the Santa Clara County Office of Education, Training on Parents Rights, Parent Square Training, ELPAC Training. Trainings will continue in the Spring 2025. Data will be collected.	Google Form Survey Feedback. Agendas/Notes	\$7,500.00	\$6187.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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)</p> <p>Google Form PD Survey: https://forms.gle/DmYDbJ31N6ebpRox7</p>						
2.0.c	<p>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</p>	Yes	Ongoing Implementation	The FACE Center was completed in 2022 and is operational. Services include ESL and SSL classes, Migrant Education Program Services, Mental Health Services, Preschool programs, support groups, dental services, etc. Services continue to increase and a childcare center is slated to open in 2026.	Fliers, Sign in Sheets, Rosters, Meeting Agendas, events calendar	\$30,000.00	\$1904.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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)</p> <div data-bbox="180 802 600 992" style="border: 1px solid orange; padding: 5px;"> <p>Sign ins: https://docs.google.com/spreadsheets/d/1BJqwJFNYv_bUh_52Pegy1lvnktRzL0NYnz9BoibIA4U/edit?usp=sharing</p> </div>						
2.0.d	<p>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</p>	Yes	Partially Implemented	A FACE Lead was hired in September. The position recently came open. Recruitment is currently underway to fill the position.	Job Description	\$85,287.55	\$29698.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) 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 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)</p> <div data-bbox="180 1073 602 1268" style="border: 1px solid orange; padding: 5px;"> <p>Job description: https://docs.google.com/document/d/1iyJsmQw_yzdBUEbCxPEbw/MHLHvfz9vaiPB1d7i9MXI/edit?usp=sharing</p> </div>						
2.0.e	<p>Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including</p>	Yes	Ongoing Implementation	To date the FACE Department has held two sessions of Parent University offering English as a Second Language and Spanish	Fliers, sign in sheets	\$44,500.00	\$7796.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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) 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 CAFE conference, etc., including food, childcare, supplies, printing and marketing costs, extra hours, stipends, travel, lodging, etc.). Parent education offerings will be shaped by continual 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)</p> <div data-bbox="180 1409 602 1503" style="border: 1px solid black; padding: 5px;"> <p>Sign ins: https://docs.google.com/spreadsheets/d/1BJqwJFNYv_bUj_52Peg</p> </div>			<p>as a Second Language. Three basic computer literacy classes have been offered and 80 computers have been distributed to students. Classes include how to navigate our district information systems such as Aeries and Parent Square. We are currently providing Know Your Rights workshops. We are also currently offering "Mommy & Me" Preschool where parents learn alongside their children strategies for early literacy. We have provided two rounds of PIQE - topics are STEM for upper elementary and Early Literacy for PreK-2nd grades.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	y1lvnktRzL0NYnz9BoibIA4U/edit?usp=sharing						
2.0.f	<p>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) 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)</p> <p>FACE Plan Roll Out Presentation: https://docs.google.com/presentation/d/1YajXW7pCQGDuAu0iRIRON8hUUo8zYQkt/edit?usp=sharing</p>	Yes	Ongoing Implementation	The FACE Plan has been finalized. We are currently finalizing the rollout plan for the FACE plan. We have begun working with site leaders to begin incorporating aspects of the plan into their SPSAs. Various activities including parent education, FACE Center Services, Professional Development for our Community Liaisons, and site family engagement activities are all aspects of the FACE plan implementation. A committee to create a Parent Volunteer Handbook has been meeting, which is a goal of the plan. The committee has created Parent Volunteer Conduct Guidelines.	FACE Plan Rollout Presentation; Parent Newsletter	\$4,000.00	\$5017.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>https://docs.google.com/document/d/1a_M6B1IMWnkfvMQSWGa98rW_2pTn5xFBh49jvKReoRg/edit?usp=sharing</p> <p>Newsletter: https://docs.google.com/document/d/1a_M6B1IMWnkfvMQSWGa98rW_2pTn5xFBh49jvKReoRg/edit?usp=sharing</p>						
2.0.g	<p>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)</p> <p>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).</p>	No	Ongoing Implementation	<p>A DELAC Meeting has been held each month beginning in August. Topics have included training on the DELAC responsibilities, the creation of a parent survey, the approval of the EL Masterplan, as well as workshops including a wellness presentation on mindfulness.</p> <p>Additionally, the FACE Director has provided site leaders with powerpoint presentations and resources for each site ELAC meeting. This has brought alignment, equity, and consistency to all of our ELAC meetings across our schools K-12.</p>	DELAC calendars, sign-ins, ELAC resources	\$3,000.00	\$415.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>DELAC Calendar: https://docs.google.com/document/d/1CpOHs9V17J6B8A4T7oND80Jys5DIquUIM3bmzqZzjCI/edit?usp=sharing;</p> <p>ELAC Landing Page: https://docs.google.com/document/d/1Ya0sqx8E5xN2SSurgD4Y9zfUjF9BDnvevrU6hulne7g/edit?usp=sharing</p>						
2.0.h	<p>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)</p>	Yes	Partially Implemented	The Family and Community and Engagement Director and Educational Services Division leaders regularly meet with all Principals to review and develop plans to effectively engage families in activities and District decision-making bodies to improve outcomes for unduplicated student groups	Elementary, Secondary, and TK-Adult Leadership Agendas	\$12,507.77	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3.0

Goal Description

Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.0.a	Pupil Engagement: Attendance Rate as of P2 (CALPADS)	2023-24 P2 Attendance Rate: 92.8%			2024-25 P2 has not yet concluded. Attendance Rate as of January 2025: 93.29%	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%			2024-25 (data as of January 2025) Chronic Absenteeism Rate: 17.1% (as of January 2025) EL: 21.3% SED: 24.3% SWD: 27.8% African-American: 16.3% Latino/Hispanic: 21.7% White: 11.3% Two or more: 13%	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			2023-24: 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%			2023-24: High School Dropout Rate: 2.9%	High School Dropout Rate: 1%
3.0.e	Pupil Engagement: High school graduation rates (Cohort/DataQuest)	2022-23 Graduation Rate: 92.8%			2023-24 Graduation Rate: 91.8%	95% Graduation Rate
3.0.f	School Climate: Suspension Rate (DataQuest)	2022-23 Suspension Rate: 5.3% EL: 8.6%			2023-24 Suspension Rate: 5.5% EL: 7.6%	Suspension Rate: 3% EL: 6.3% SED: 5.9 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: 8.2 % SWD: 9.9% African-American: 10.7% Pacific Islander: 22.6% Homeless Youth: 9.3% Latino/Hispanic: 7.2% White: 3.3% SWD/EL: 12.2% SWD/FY: Data unavailable due to group size SWD/SED: 13.2%			SED: 7.9% SWD: 10.2% African-American: 10.4% Pacific Islander: 7.4% HY: 8.4% Latino/Hispanic: 7.2% White: 3% SWD/EL: Data not yet available SWD/SED: Data not yet available	SWD: 7.6% African-American: 8.4% Pacific Islander: 20.3% 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%			2023-24 Expulsion Rate: 0.10%	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			2024-25 Data not yet available.	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			2024-25 Number of home visits: 141 (as of January)	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			2024-25 Number of outreach/events for this year: 36 to date	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			Data is not yet available	55% completion rate K-5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.0.i	Pupil Engagement: Percentage of students referred out to for School Linked Services (SLS) and Prevention Early Intervention (PEI) for qualifying schools (DataZone)	2023-24 Intensive/Tier 3 Referral Range 34%			Data not yet available.	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.			2024-25 (as of January) Training is ongoing: Level 1: All Site Administrators trained Level 2: All Site Admin (except 1) trained Train-the-Trainers: 2 of the 3 trained	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			2024-25 List of Activities/events <ul style="list-style-type: none"> • Attended Back to School nights • Present at lunches and brunches at Sobrato, Live Oak, Central and Britton • Attended Live Oak and Sobrato football games • Attended the El Toro Bowl • Attended a Q&A at PA Walsh 	2026-27 Number of events district wide: 25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<ul style="list-style-type: none"> • Consultations over the phone and in person with school staff, district officials, and parents • Provided run and defend training 	
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			2024-25 28 reports made to date	2026-27 Reduce by 10% which would equal 52 referrals (rounded up because you cannot have a partial report).

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Partially Implemented	We administered the Project Cornerstone Climate and Culture Survey in grades, 5, 6, 7, 8, and 9 and the results have been thoroughly reviewed and shared with key stakeholders. In collaboration with the County Office, we conducted an in-depth training session focused on analyzing and interpreting the data to inform meaningful actions and strategies. The Hanover	Project cornerstone survey results.	\$76,425.00	\$53925

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) 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)</p>			<p>survey was administered at the end of the year last year and is being used to determine supports and improve outcomes for students.</p>			
3.0.b	<p>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, Suspension, Graduation Rate) 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,</p>	Yes	Ongoing Implementation	<p>We have completed 2 half day trainings for Positive Behavioral Interventions and Supports (PBIS) with all the school sites. We provide monthly 1 hour PBIS ongoing coaching with each site in order to support the implementation on positive culture and climate strategies.</p>	Zoom logs, Sign in sheets, Agenda/Notes	\$64,000.00	\$8366.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	emotional, and behavioral needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)						
3.0.c	<p>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)</p> <p>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</p>	Yes	Not Implementing	After careful consideration the district will not proceed with the intended Community-Based Organization. We are planning other outreach and collaboration with outside agencies.		\$38,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)						
3.0.d	<p>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)</p> <p>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</p>	Yes	Ongoing Implementation	<p>Second Step Social-Emotional Curriculum has been provided to all TK-8 teachers in alignment with a district-wide pacing guide. Second Step now has a high school curriculum as well. The high schools are exploring how to best implement in a high school setting.</p> <p>Be Seen & Heard curriculum has been provided to all TK-12 staff for instruction to students during the spring semester. In the fall semester, a virtual family information night was hosted in English and Spanish, families were provided with opt-out information, and teachers were provided with access to virtual training.</p>	Second Step Reports, Be Seen & Heard Virtual Meeting Information	\$75,550.00	\$83391.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)						
3.0.e	<p>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)</p> <p>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)</p>	Yes	Ongoing Implementation	<p>This funding has been used for VTA passes. We currently have provided an average of 20-30 VTA passes a month, which is around 180 total this year. Around 51 families utilize these passes regularly. In addition we use this funding to support supplies such as hygiene kits, school supplies, basic needs, and other resources directly linked to students being able better to access school, or remove barriers.</p>	Invoices	\$33,600.00	\$4685.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.0.f	<p>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) 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)</p>	Yes	Ongoing Implementation	<p>We have successfully completed the Beyond SST training for all teachers and staff, equipping them with the foundational knowledge and skills needed to enhance student support processes. Currently, we are in the implementation phase, actively working on the rollout at each site to ensure the platform is effectively integrated into daily practices. This includes providing site-specific support, troubleshooting, and ongoing professional development to maximize its impact on student success. Scribbles is being used for all of our transfers (intra and interdistrict), in addition we continue to use Docusign for all of our short term Independent study contracts, outside community partnership referrals, and wellness consent docs. We have had 2700 envelopes processed through DocuSign.</p>	SST docs, transfer requests, and docusign contracts, invoices.	\$46,192.50	\$38488.99
3.0.g	Educational Alternative Placements - Provide specialized	No	Ongoing Implementation	We are currently utilizing 8 of our	Enrollment verifications	\$195,000.00	\$195000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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)</p>			<p>allocated 16 seats, ensuring targeted support for students who require additional interventions. In addition, we continue to collaborate closely with the Expelled Youth Program, providing comprehensive support to help students successfully complete the components of their rehabilitation plans. This includes monitoring progress, addressing barriers, and fostering connections with resources that promote their academic and personal growth. Our focus remains on creating pathways for these students to reintegrate successfully into their educational environments. We have had 2 readmits this school year and are pending 1 currently.</p>			
3.0.h	<p>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,</p>	Yes	Fully Implemented	<p>All school site safety plans have been successfully approved by their respective school councils and the Board, ensuring compliance with safety standards and alignment with district priorities. Additionally, all principals (13) and</p>	Certificate of completions and agendas.	\$15,800.00	\$12099.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			assistant principals (12) have completed CSTAG Tier 1 training, equipping them with essential skills to assess and manage threats effectively at the foundational level. Furthermore, all (12) but one principal have completed CSTAG Tier 2 training, with plans underway to address this gap. We are proud to report that we now have three certified 'train-the-trainers' for Tier 2, which will enhance our capacity to provide ongoing professional development and expand Tier 2 expertise across the district.			
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) Provide connections to outside CBOs and direct referral process	No	Ongoing Implementation	We have 2 full time SLS coordinators that work with sites, CBOs and the community to be the bridge and provide the hand over hand support that helps connect our families the the services they need. We are actively fostering collaborative partnerships between schools and community-based organizations to provide comprehensive support and resources to our students and families. These	Datazone documentation , referrals.	\$159,674.00	\$60351.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			partnerships focus on addressing a broad range of needs, including academic, social-emotional, and basic necessities, with the goal of improving outcomes for our English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. Through these collaborations, we are connecting families to vital services, offering targeted interventions, and creating opportunities that promote equity and success for all students. Many of our students are need of a higher level of care, and 34% of them are considered needing tier 3 support.			
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)	Yes	Ongoing Implementation	8 CARE team members. Fully staffed. The CARE team actively works to establish collaborative partnerships between staff, families, and community-based organizations to provide comprehensive support for Foster Youth and Socioeconomically Disadvantaged students. These	MOUs, Collaboration meetings, workshops and agendas, and notes from the SIS.	\$787,602.37	\$318184.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			partnerships are designed to connect families with vital resources and services that address academic, social, and emotional needs. Our goal is to create a strong network of support that improves student outcomes by fostering equitable opportunities and addressing barriers to success. CARE averages 30 home visits a month, supports an average of 46 students in groups, responds to an average of 60 requests for housing resources and support, and attends food distributions 2 times a month.			
3.0.k	<p>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)</p> <p>Professional development, release time, stipends, extra hours,</p>	Yes	Partially Implemented	We have established a structured pay scale for both staff and lead staff, as well as a detailed schedule to guide the implementation of Saturday Academies. To gauge interest and identify potential participants, a staff survey will be distributed shortly. This will also help determine which school sites will host the initial Saturday Academy sessions.	Survey results, pictures, activity calendar.	\$92,000.00	\$87500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			<p>In addition to this initiative, we have rolled out several attendance-focused programs and activities, including the district-wide 'Minion Reasons to Come to School' campaign, which has been a creative and engaging way to emphasize the importance of daily attendance.</p> <p>Furthermore, we have conducted various attendance support meetings (5 PDs), including truancy interventions and School Attendance Review Board (SARB) sessions (4 SARB hearings), to address attendance challenges and provide targeted support to students and families. These efforts reflect our commitment to fostering a culture of attendance and supporting student success.</p>			
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	No	Ongoing Implementation	We are actively participating in the South County Youth Task Force Partnership, a collaborative initiative bringing together community	Agendas, workbook and reports.	\$45,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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) 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)</p>			<p>organizations, government agencies, schools, and stakeholders to address the complex needs of youth in our region. This partnership focuses on key areas such as substance abuse prevention, mental health support, reducing juvenile delinquency, and improving academic outcomes.</p> <p>As part of this effort, we are contributing to several key programs, including the pre-diversion program THRIVE, which provides early intervention to help at-risk youth avoid deeper involvement in the justice system, and SC Heal, which focuses on holistic approaches to healing and mental wellness. These initiatives represent a unified commitment to creating a supportive network for youth and empowering them to overcome challenges while building brighter futures. South County Youth Task Force has done 2 El Joven Noble Groups (12 students</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				each) and 1 Xinachtli group (12-14 students).They also hold monthly tech team meetings where CBO partners come together to discuss the needs of the community and how to support the youth.			
3.0.m	<p>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)</p> <p>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)</p>	No	Ongoing Implementation	<p>The Freshman On-Track program continues to be a priority as we work to ensure our 9th-grade students are set up for long-term academic success. Through targeted interventions, ongoing data monitoring, and collaboration between academic counselors, wellness counselors, and site administrators, we have identified students who are at risk of falling behind in credits. They have completed 520 student check ins, reaching 279 individual students.</p> <p>This year, we've expanded efforts to integrate Multi-Tiered Systems of Support (MTSS) by connecting students with appropriate resources, such as tutoring, credit recovery options, and</p>	Implementation plans, NOMS data, and FOT data.	\$97,080.00	\$29988

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>wellness services to address barriers to success. Additionally, our counselors are conducting regular check-ins with students and families, focusing on attendance, engagement, and progress toward graduation requirements.</p> <p>Preliminary data shows that these interventions are helping students regain momentum and stay on track for sophomore year. We are continuing to refine this program with input from the Climate and Culture Teams and expanding partnerships, such as the YMCA and Project Cornerstone, to ensure students have the social-emotional and academic tools they need to thrive.</p> <p>We have also participated in a variety of events with our CBO partners like LATI and the South County Youth Task force. LATI has provided weekly groups with students averaging 39 students, they have done 25 home visits, completed</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				12 restorative justice circles, and participated in 1 resources fair. South County Youth Task Force has done 2 El Joven Noble Groups (12 students each) and 1 Xinachtli group (12-14 students).			
3.0.n	<p>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)</p> <p>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 English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Grant Funded)</p>	No	Partially Implemented	We are actively working to transform our schools into comprehensive hubs of support, designed to meet the holistic needs of students, families, and the surrounding community. This initiative promotes equity, improves academic outcomes, and addresses a broad range of needs by providing access to critical services and resources. These include health care, mental health support, social services, enrichment programs, and family-focused resources. By creating these community-centered schools, we aim to build stronger partnerships, foster student success, and ensure every family has the support they need to thrive. Each school site has had monthly advisory council	Advisory council minutes, invoices, needs assessments.	\$2,062,500.00	\$155111.55

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				meetings (5 each), and are currently going through their mid-year needs assessments.			
3.0.o	<p>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 Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).</p> <p>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)</p>	Yes	Partially Implemented	Educational Services Leadership met with all Principals and Assistant Principals to complete chronic absenteeism and suspension data analysis and collaborate on the implementation of the District initiative of improving student engagement, social-emotional, and school climate to meet the needs of unduplicated student groups	Elementary, Secondary, and TK-Adult Leadership Meeting Agendas	\$121,123.97	\$0
3.0.p	<p>School Resource Officer to provide proactive community relations to improve success for all students.</p> <p>The school resource officer will provide proactive community relations, parent-project, outreach,</p>	No	Ongoing Implementation	Our School Resource Officer (SRO) continues to play a vital role in fostering proactive community relations through initiatives such as the Parent Project,	Agendas, safety plans, sign in sheets.	\$140,400.00	\$36053

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	direct site support, and training for site staff to improve student outcomes for all students (LCFF Base Funding)			<p>outreach programs, and direct support at school sites. The SRO has also provided comprehensive Run, Hide, Defend training for staff at all school sites (13), ensuring our teams are well-prepared for emergency situations. Additionally, the SRO actively participates in the Safety Task Force, contributing to district-wide discussions and planning around school safety. They are also a visible and engaged presence at numerous site events including the back to school nights, football games, the El Toro Bowl and other parent nights, strengthening relationships with students, staff, by being present at schools during lunch and brunch; and families while promoting a safe and supportive school environment.</p>			

Goal 3.1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1.a	School Climate: Number of visits to the wellness centers during class time	2023-24 (as of April 2024) Total: 13049 K-5: 2301 K-8: 1345 Middle Schools: 4911 High School: 4492			Data not yet available	Increase by 5%: Total: 13701 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			2024-25 (as of December 2024) Total: 189 Elementary Schools: 43 K-8: 48 Middle Schools: 53 High Schools: 45	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)			2023-24 Whole school activities grades TK-5: 11 during S1 6-12: 10 during S1	Whole school activities: TK-5: 8 per semester 6-12: 13 per semester
3.1.d	School Climate:	2023-24 (as of April 2024)			2024-25 (as of December 2024)	Increase by 5% Total: 1305

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Number of referrals to the wellness center	Total: 1243 Self referral: 183 Staff referral: 1002 Parent/Guardian referral: 56			Total: 736 Self referral: 104 Staff referral: 589 Parent/Guardian referral: 43	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			2024-25 (as of December 2024) Total: 21,106* Middle Schools: 8510 High Schools: 2844 *TK-12 total	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			2024-25 Data not yet available.	100% of students will know about the wellness centers/spaces, and how to access them.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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,	Yes	Ongoing Implementation	All of our wellness centers and spaces are fully operational and actively supporting students across the district. These centers continue to provide vital services, meeting with students regularly and aligning their efforts with the Multi-Tiered Systems of Support (MTSS) framework to address students' academic, behavioral, and social-emotional needs. In addition, our wellness program has been	Stipends, interns, MOUs	\$57,000.00	\$1737.07

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	emotional, and wellness needs to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)			instrumental in supporting the professional development of interns, offering them hands-on experience under the guidance of trained supervisors. We currently have 4 interns. These supervisors play a critical role in mentoring interns and ensuring that the services provided meet the highest standards of care. This structure not only enhances the support available to students but also builds capacity for future mental health professionals. The wellness centers have had 21016 walk-ins during lunch, brunch and breaks.			
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	Yes	Ongoing Implementation	All of our wellness centers and spaces are fully operational and staffed by Licensed and Associate Mental Health Professionals, ensuring that students have access to high-quality, professional mental health care. These highly trained professionals bring expertise in diagnosing and treating mental health issues, providing counseling	Data reports, HR staffing lists. Stipend lists.	\$570,066.00	\$364679.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) 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)</p>			<p>and therapy, and developing individualized support plans tailored to meet the unique needs of each student. Their specialized skills enable them to deliver timely and effective interventions that support students' emotional well-being, improve academic performance, and enhance their overall quality of life. Additionally, we support the development of future professionals by integrating interns into our wellness programs under the supervision of these licensed staff, creating a robust and sustainable structure that prioritizes both immediate student needs and the training of qualified mental health practitioners for the future. We have currently processed 427 referrals, a combination of self referrals, staff referrals, and parent referrals. The wellness teams have created over 23 safety plans. They have had 1153 personal counseling sessions with students kinder-</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				12th, 603 students have participated in group counseling sessions, and created over 23 safety plans for students in crisis.			
3.1.c	<p>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)</p> <p>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)</p>	No	Partially Implemented	We have had the architects come and look at the spaces and give us quotes on what it would take to build out confidential office spaces. We are in the process of looking at the quotes and determining next steps.	Quotes, architectural plans.	\$1,238,782.00	\$159632.84

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1.d	<p>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)</p> <p>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)</p>	No	Ongoing Implementation	<p>All of our wellness centers and spaces are fully operational and staffed by Licensed and Associate Mental Health Professionals, ensuring that students have access to high-quality, professional mental health care. These highly trained professionals bring expertise in diagnosing and treating mental health issues, providing counseling and therapy, and developing individualized support plans tailored to meet the unique needs of each student. Their specialized skills enable them to deliver timely and effective interventions that support students' emotional well-being, improve academic performance, and enhance their overall quality of life. Additionally, we support the development of future professionals by integrating interns into our wellness programs under the supervision of these licensed staff,</p>		\$404,935.00	\$182327.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>creating a robust and sustainable structure that prioritizes both immediate student needs and the training of qualified mental health practitioners for the future. The wellness teams have provided 347 personal counseling sessions, and 251 students have participated in group sessions.</p>			