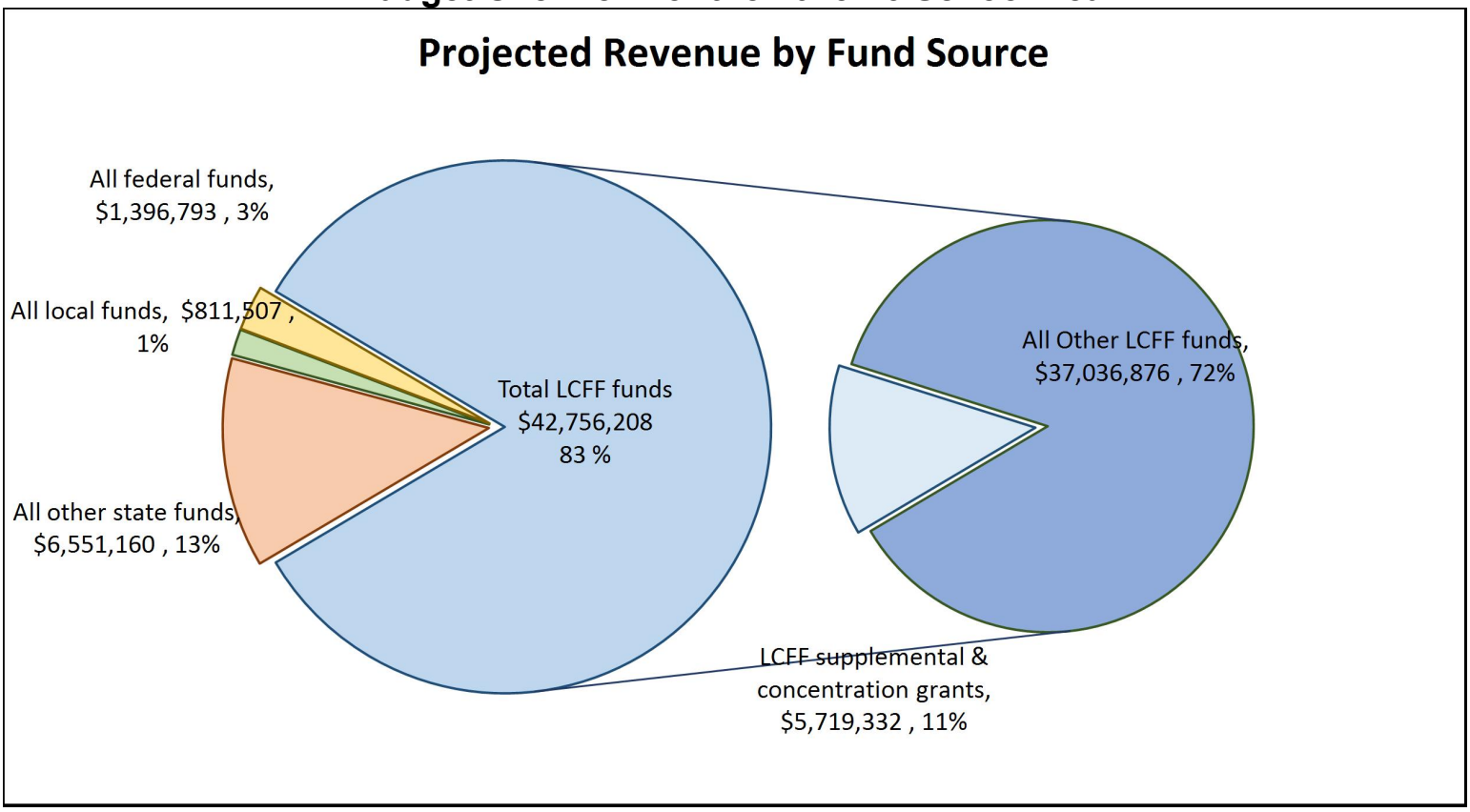
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Elementary School District
CDS Code: 36-67785-0000000
School Year: 2025-26
LEA contact information:
Skip Elder
Assistant Superintendent, Educational Services
skip_elder@mvsdk8.org
909-947-2205

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

## Budget Overview for the 2025-26 School Year

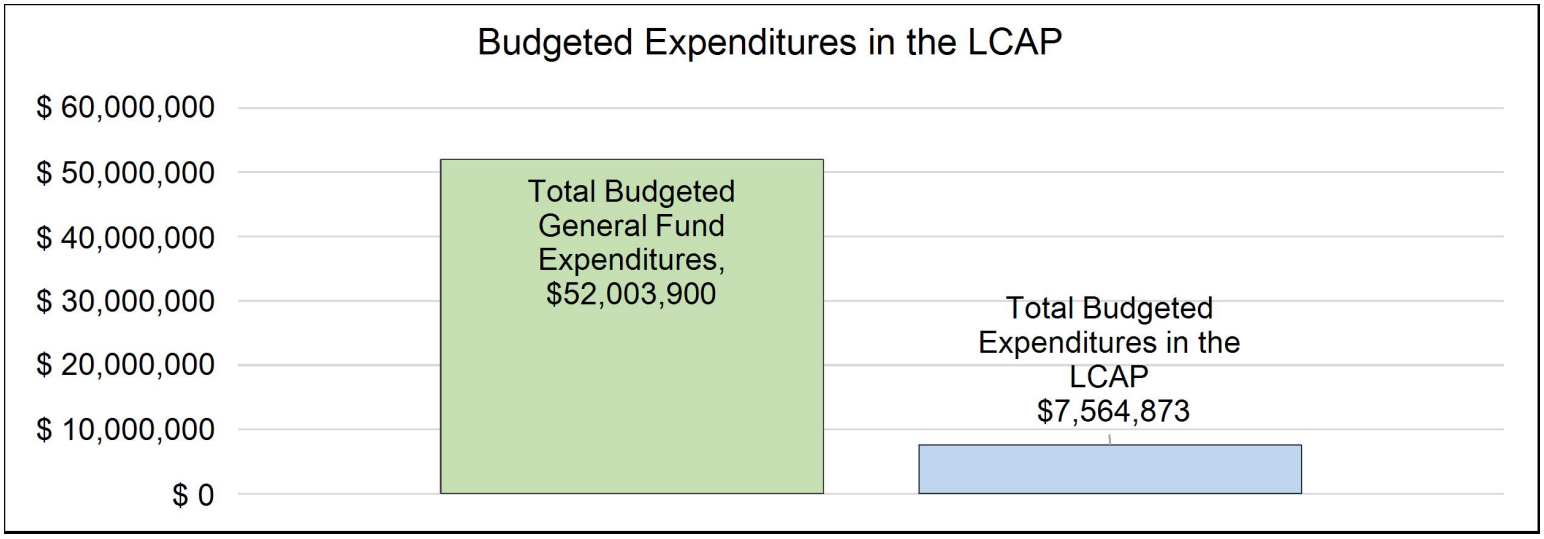



This chart shows the total general purpose revenue Mountain View Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Elementary School District is $51,515,668.00, of which $42,756,208.00 is Local Control Funding Formula (LCFF), $6,551,160.00 is other state funds, $811,507.00 is local funds, and $1,396,793.00 is federal funds. Of the $42,756,208.00 in LCFF Funds, $5,719,332.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Mountain View Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View Elementary School District plans to spend $52,003,900.00 for the 2025-26 school year. Of that amount, $7,564,873.00 is tied to actions/services in the LCAP and $44,003,762 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

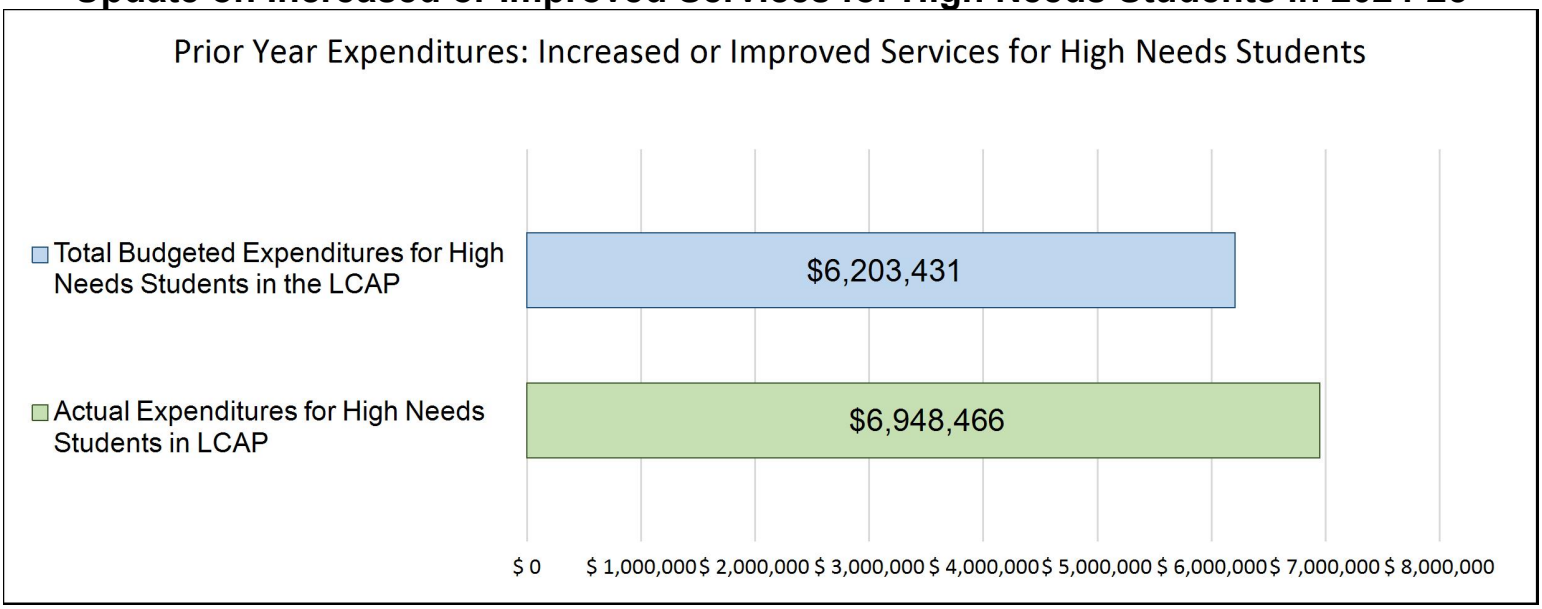
Normal operational costs such as salaries are not included within the Local Control Accountability Plan. In addition most costs related to Special Education are not included in the LCAP. Other costs not included within the LCAP are utilities and maintenance costs.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Mountain View Elementary School District is projecting it will receive $5,719,332.00 based on the enrollment of foster youth, English learner, and low-income students. Mountain View Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Elementary School District plans to spend $6,191,411.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25




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

The text description of the above chart is as follows: In 2024-25, Mountain View Elementary School District's LCAP budgeted $6,203,431.00 for planned actions to increase or improve services for high needs students. Mountain View Elementary School District actually spent $6,948,466.00 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Mountain View Elementary School District | Skip Elder<br>Assistant Superintendent, Educational Services | skip_elder@mtnview.k12.ca.us<br>909-947-2205 |

# Plan Summary [2025-26]

## General Information

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

The Mountain View School District is located in the city of Ontario in San Bernardino County. Ontario is at the western end of the county and is close to both Riverside and Los Angeles Counties and approximately 40 miles east of the city Los Angeles. Our district boundary includes an ongoing construction project of a large master planned community that has brought new homes and families to our area. This has brought the challenge of an unpredictable increasing student population and the need to build new campuses. Our most recent campus expansion opened in 2022.

The Mountain View School District is a TK-8 district and students transition to the Chaffey Joint School District for grades 9-12. All of our boundaries are within and served by Colony High School within Chaffey Joint School District.

Mountain View currently has five campuses which consists of four elementary (TK-6) and one junior high (7-8).

Our current population is 3,312 students, which is a 30% increase from 2019.

Our school sites are:
Creek View Elementary: 569 students
Mountain View Elementary: 560 students
Park View Elementary: 834 students

Ranch View Elementary: 749 students
Grace Yokley Junior High: 600 students

The Mountain View School District forms a community dedicated to the comprehensive well-being of every student. Our collective focus involves ensuring the safety of each child, meeting their individual needs, and delivering a top-tier education. The ongoing mission of the Mountain View School District is to establish a solid foundation for sustained educational excellence among both students and staff. This is achieved by establishing clear objectives and maintaining high expectations within a secure and trusting environment that fosters individual success.
The race/ethnicity of our students are : 58.9% Hispanic, 22.7% Asian, 8.3% White, 8.2% African American, 2.4% Two or More Races, and 0.2% Pacific Islander.

Our student groups are: 57.2% Socioeconomically Disadvantaged, 16.5% English Learners, 10.7% Student with Disabilities, 3.3% Homeless, and 0.7% Foster Youth. Our LCFF unduplicated count stands at 60.04%. Among our English learners, 47.5% communicate in Spanish, while 28.8% use Mandarin.

# Reflections: Annual Performance

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

During the 2023-24 school year, the Mountain View School District achieved notable successes across various areas. The 2024 California School Dashboard provides a snapshot of our current status compared to the previous year. One highlight was our Low (Green) status in Suspension Rate, indicating improvements in our student conditions and climate. We also saw a sharp decline (11%) in our Chronic Absenteeism rate which reflects Medium (Yellow). Another highlight was the increase of 9.1 points Distance from Standard (DFS) across the district in the area of Mathematics. Many of our Lowest Indicator (Red) groups rose outside of the lowest indicator (22 of 29 areas are no longer within the red indicator).
While both our English Language Arts (-0.8 DFS) and Mathematics (-26.1 DFS) status reflect Medium (Yellow), it's important to note that our test scores align closely with 2019 pre-pandemic levels. Although a direct comparison may not fully capture growth or negative trends, it offers insight into the current standing. One area of success is our Mathematics scores which the higher than all previous CA School Dashboards. The English Language Arts results were identical to the previous year showing post-pandemic recovery and a need to focus energy on growth.
Our English Learner Progress Indicator (ELPI) is an area of concern. The 2023 CA School Dashboard listed the ELPI as High, where as the 2024 CA Schools Dashboard gave a progress indicator of Orange as the number declined into the Medium category. The Long Term English Learner students (LTELS) where in the High category while All English learner students were in the middle category reflecting the needs of our younger English learner students. Additionally, the LTEL group show the lowest indicator in ELA, Math, and Chronic Absenteeism bringing a greater sense of awareness and a need to focus on this new student group.

For English Learner, Homeless, and Socioeconomically Disadvantaged student groups, their performance aligns with All Students on the

2024 California Dashboard Performance Indicator, with only a one-level difference in English Language Arts or Mathematics. Continued growth in these areas can be attributed to various factors, including previous professional development focus while also having our PLCs work on disaggregated data further highlighting the student groups and needs within their classrooms.

The Chronic Absenteeism rate did decline and improved but has not returned to pre-pandemic level. This decline is attributed to several actions within our Goal 2. The Suspension rate decreased and we attribute this to focus and attention on refreshing and improving existing actions within Goal 3. For example, sites will refreshed PBIS practices to increase campus climate. The district counselor provided targeted strategies, and support to our students and school sites.

Additional, or more specific areas of need are identified as student groups achieving the Lowest Indicator (Red) on the 2023 California Dashboard are a focus (shown with the 2024 CA School Dashboard update):

**Districtwide-**

*Academic Indicator-*

English Language Arts - Student with Disabilities (Red in 2023, Orange in 2024)
Mathematics - Students with Disabilities (Red in 2023, Orange in 2024)

*School Climate-*

Suspension Rate - African American (Red in 2023, Red in 2024), Foster Youth (Red in 2023, student group was too small to receive a color in 2024)

*Pupil Engagement-*

Chronic Absenteeism - African American (Red in 2023, Yellow in 2024), Filipino (Red in 2023, Blue in 2024), Homeless (Red in 2023, Orange in 2024)

**School Sites- All Student Group showing lowest performance indicator-**

*Creek View*

Pupil Engagement- Chronic Absenteeism (Red in 2023, Yellow in 2024)

*Ranch View*

Pupil Engagement- Chronic Absenteeism (Red in 2023, Yellow in 2024)

**Any student group within any school with the lowest performance indicator-**

*Creek View*

Academic Indicator-
English Language Arts - Student with Disabilities (Red in 2023, Orange in 2024)
Mathematics - Students with Disabilities (Red in 2023, Orange in 2024)

School Climate-
Suspension Rate - Socioeconomically Disadvantaged (Red in 2023, Green in 2024)

Pupil Engagement-
Chronic Absenteeism - African American (Red in 2023, Yellow in 2024), English Learners (Red in 2023, Yellow in 2024), Hispanic (Red in 2023, Yellow in 2024), Socioeconomically Disadvantaged (Red in 2023, Yellow in 2024), Student with Disabilities (Red in 2023, Yellow in 2024)

*Mountain View*
School Climate-
Suspension Rate - African American (Red in 2023, Red in 2024)

*Ranch View*
Academic Indicator-
English Language Arts - Student with Disabilities (Red in 2023, Red in 2024)
Mathematics - Students with Disabilities (Red in 2023, Red in 2024)

School Climate-
Suspension Rate - African American (Red in 2023, Red in 2024), Socioeconomically Disadvantaged (Red in 2023, Green in 2024)

Pupil Engagement-
Chronic Absenteeism - African American (Red in 2023, Orange in 2024), Hispanic (Red in 2023, Yellow in 2024), Socioeconomically Disadvantaged (Red in 2023, Yellow in 2024), Student with Disabilities (Red in 2023, Red in 2024*)*

*Grace Yokley*
Academic Indicator-
English Language Arts - Student with Disabilities (Red in 2023, Red in 2024)

School Climate-
Suspension Rate - African American (Red in 2023, Orange in 2024), Students with Disabilities (Red in 2023, Green in 2024)

While the Learning Recovery Block Grant (LREBG) funds have been fully expended, the district has conducted a comprehensive, district-wide needs assessment to identify ongoing academic and social-emotional deficits among students. Should additional funding becomes available, the district will prioritize initiatives that address these identified academic gaps and social-emotional needs, ensuring targeted support for student recovery.

# Reflections: Technical Assistance

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

This year Mountain View has engaged in a comprehensive approach to address the areas identified for Differentiated Assistance, focusing in supporting Long-Term English Learners (LTEL), and African American students. The 2023 California School Dashboard shows our African American student group is eligible for Differentiated Assistance as they received the lowest performance level for Suspension Rate (Red) and Chronic Absenteeism (Red). The 2024 California School Dashboard shows Suspension Rate (Red) and Chronic Absenteeism (Yellow). The 2024 California Dashboard adds LTEL (Long Term English Learner) as a student group and this student group showed in need of support for Mountain View. LTELs showed the lowest performance indicator (Red) in English Language Arts, Mathematics, and Chronic Absenteeism.

District leaders, site administrators, and teachers have participated in Differentiated Assistance meetings with San Bernardino County Superintendent of Schools to establish root causes for the challenges of both our LTEL and African American students are encountering with academic, attendance and behavior concerns. The team collaboratively investigated a root cause analysis which included a Plan-Do-Study-Act process. A District Improvement Team (DIT) prioritized the Suspension Indicator as the initial focus. Through this process a plan has been developed to address concerns and implementation of a plan is underway. Our Director is continuing to work with an accountability partner from our county to support our progress.

Additionally, multiple district leadership meetings have discussed our individual site needs and provided self reflection for our site administrators. We will provide cultural responsiveness training (Goal 3 Action 3.8) from an outside provider as well as support from San Bernardino County Superintendent of Schools staff to first address cultural awareness and biases of staff. This will allow teachers and site administrators to further their professional development and create a fair and equitable environment for all students. Additional actions to support our African American students are Goal 2 Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and Goal 3 Action 3.1, 3.2, 3.3, 3.4, 3.8.

For our LTEL students, several action steps are being focused on and will receive specific site administrator attention for this student group. These actions include Goal 1 Action 1.2, 1.6, 1.7, 1.10, 1.12, 1.14, 1.15, and Goal 2 Action 2.1, 2.3, 2.4, 2.5, 2.6, and Goal 3 Action 3.3, and 3.4, and 3.9.

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

No schools have been identified as eligible for comprehensive support and improvement.

## *Support for Identified Schools*

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

No schools have been identified as eligible for comprehensive support and improvement.

## *Monitoring and Evaluating Effectiveness*

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

No schools have been identified as eligible for comprehensive support and improvement.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Teachers, Site Administrators, District Administrators representing all schools throughout the district | The District Curriculum Council Meetings were held on September 17, 2024, November 5, 2024, January 14, 2025, and April 1, 2025. Invitations went out via email and dates were included in the Educational Services calendar. The goals of the LCAP were presented and discussed and teachers and administrators were provided discussion time for feedback. Both CAASPP and i-Ready Diagnostic data was shared. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the District Self-Reflection to evaluate district practices. |
| Teachers, local representatives of bargaining units, Site Administrators, District Administrators, Parents | The district LCAP Community Meeting was held at Ranch View Elementary School on October 14, 2024 and offered both a morning and an evening meeting. The 2024-25 LCAP was shared. The district reached out to community members to advise of the LCFF/LCAP General Information Meetings thru district and site based communication systems which include a communication app as well as emails and district and site postings on websites. Available data from the previous metrics were shared as well as a reflection of the actions. |
| District English Learners Advisory Council (DELAC)<br>This council contains parents of English Learners, Teachers, Site Administrators, District Administrators | The district DELAC Meetings were held on October 10, 2024, February 13, 2025, April 17, 2025, and May 27, 2025. Invitations were sent out via email, district app, and website messages. Parents of English learner (EL) students were informed of the program and services available to their students. Specific EL supports and practices were explained and the EL Master Plan was |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | provided. CAASPP and i-Ready diagnostic data was shared for both All students and English learner students. The goals of the LCAP were presented, discussed and input was solicited. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the tool to reflect and evaluate district practices. |
| Educational Partners' Advisory Committee (EPAC)<br>This committee contains parents representing all schools throughout the district (representation from English learners, low-income, students with disabilities, and foster youth), Staff representing all schools throughout the district, district administrators, Union representatives, students representing the junior high | The district LCAP Educational Partners' Advisory Committee (EPAC) took place on October 16th, 2024, January 22nd, 2025, April 16th, 2025, and May 27th, 2025. This committee is facilitated by the Assistant Superintendent of Educational Services and the Chief Business Official. The LCAP Educational Partners' Advisory Committee is made up of two teachers (one selected by Associated Mountain View Teachers [AMVT] , and one by Mountain View School District [MVSD]), two classified staff (one selected by California Schools Employee Association Chapter 876 [CSEA], and one by MVSD), one district administrator, one site principal, and a total of eight parents, two from each school site. Parents are selected from representational groups: English Learner, low-income, foster youth, and students with disabilities. Two students are selected to represent the junior high school. Invitations were sent via email to all committee members and posted on the district website. The agenda covered various topics including Educational Partner Survey results, overview of the California Dashboard including Mountain View data, as well as a discussion of LCFF and the LCAP and the goals and action items. A draft of potential actions were presented and discussion took place to gather input as to what goals and actions should be maintained or adjusted in the 2025-26 LCAP regarding the needs of our students. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the tool to reflect and evaluate district practices. Discussion took place to gather input as to what goals and actions should be maintained or adjusted in the 2025-26 LCAP regarding the needs of our students and how the district can provide support. No comments were received which resulted in the superintendent not responding in writing. |
| All Educational Partners | The district administered a survey to students, staff, and community members. This was an electronic survey and was conducted from |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | January 14 though February 14, 2025. This was communicated thru district and site based communication systems which included a communication app as well as emails and district and site postings on websites. This survey allowed educational partners to provide feedback on various topics which included, but were not limited to, school climate, parent involvement, and school safety. |
| Students, District Administrators, Superintendent | A Student Meeting between the Superintendent, Assistant Superintendent, and students (enrolled in Leadership, ASB, and AVID courses) was held on February 6, 2025. The goals of the LCAP were discussed with students. Student input was sought regarding the goals, actions, and services. We also sought feedback on the students' current experience, what is working and what we can improve on. Student feedback is a very important part of our educational partner involvement process and highly valued. |
| Board of Trustees, All Educational Partners | The Mid-Year Report was shared with the Board of Trustees during a regularly scheduled meeting on February 11, 2025. |
| Parents (Site PTA, PTO, PTSA), Superintendent | The Mountain View Superintendent met with the PTA/PTO/PTSA organizations on each campus during their meetings held in September and October. The dates were: Creek View on August 14th, 2024, Mountain View on August 13th, 2024, Park View on September 25th, 2024, Ranch View on August 21st, 2024, and Grace Yokley on August 22nd, 2024. These meetings are communicated to educational partners thru the school site communications which include emails and their communication app. The Superintendent shared the proposed LCAP goals and actions and sought to gain input from our educational partners. |
| Site Administrators, District Administrators | The district holds Leadership Meetings twice monthly during the school year with Site and District administrators. These meetings are scheduled at the start of the school year and are included in the administrator's calendars. The meetings contain an ongoing discussion of the LCAP goals and actions that are in place and input about progress and challenges is solicited. Data regarding metrics like CAASPP, i-Ready Diagnostic, chronic absenteeism, and suspension rates are regularly shared. Specific discussions regarding consistency of the LCAP and the School Plan for Student Achievement provide consistency between school and district actions and goals. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Board of Trustees, All Educational Partners | MVSD Board of Trustee meetings are held monthly to provide updates and/or status of the development of the 2025-26 LCAP. These updates include notifications of the upcoming meetings with different committees or public meetings that discuss the LCAP. Notifications are sent out by all school sites, the district office, and website. Educational partners may submit comments regarding specific actions and expenditures proposed to be included in the LCAP. |
| Local SELPA, District Administrators | The West End SELPA reviewed the Mountain View School District's State Performance Plan Indicators (SPPI) and Special Education Plan (SEP) as a contributing member to our LCAP process. Our Director of Student Services also consulted with the West End SELPA Administrator regarding our district's LCAP goals and services for our special education students. This process occurred during May, 2025. |
| Educational Partners Advisory Committee (EPAC) and District English Learner Advisory Council (DELAC) | A draft of the LCAP was presented to EPAC and DELAC on May 27, 2025. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs. No comments were received which resulted in the superintendent not responding in writing. |
| Board of Trustees, All Education Partners | The 2025-26 LCAP Draft was posted publicly on the district website on June 4, 2025. It is communicated that a hard copy of the LCAP draft is also available in the district office if needed. Both the website posting and hard copy availability were posted at least 72 hours in advance of the meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs. |
| Board of Trustees, All Education Partners | Public hearing held during the Board of Trustees meeting on June 9th, 2025. Both the website posting and hard copy availability of the LCAP draft are posted at least 72 hours in advance of the meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs. |
| Board of Trustees, All Education Partners | The Board of Trustees adopted the 2025-26 LCAP at the regularly scheduled board meeting on June 12, 2025. The Local Indicators |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | were also presented to the Board of Trustees during this meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs. |

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

Collaboration with our educational partners in developing the LCAP allowed the district to gain valuable insights into our students' needs. Through meetings, discussions, and surveys, we identified key focus areas, leading to the introduction or continuation of specific goals and action steps.
Parents have expressed appreciation for opportunities to engage in school activities and meetings, such as student visual and performing arts performances, parent-teacher conferences, parent information sessions, and advisory groups like school site councils and district LCAP community meetings (Goal 3, Action 3.9).
Students, parents, and teachers alike have emphasized the importance of providing technology to support both core and supplemental curriculum—particularly for foster youth, English learners, and low-income students. They have noted that access to technology has increased student engagement and contributed to higher achievement scores (Goal 1, Actions 1.8 and 1.15; Goal 3, Action 3.6).
Parents shared that the Discovery Center intervention action has positively impacted our students' progress and provides an extra level of support. To better measure the growth of the Discovery Center intervention, Metric M1.10 was added to isolate the data from the intervention students to show progress and comparison to "all" students.
Parents of English Learner students have expressed appreciation for communication and support from site EL Coordinators, as well as the addition of paraeducators who directly assist English learners (Goal 1, Action 1.6). Discussions about long-term English learners reinforce the need to refine an action plan to provide teachers with targeted resources and training (Goal 1, Action 1.15). Additionally, parents noted the ongoing need for technology support to facilitate access to curriculum from home (Goal 1, Actions 1.6 and 1.15; Goal 3, Action 3.6).
Both parents and students have reported that school libraries serve as a vital resource for independent reading, particularly for those who face barriers to accessing community libraries due to location and limited hours. Teachers affirm that libraries play a crucial role in fostering independent reading skills, which align with grade-level goals for improving reading comprehension (Goal 3, Action 3.5).
Students have shared that extracurricular activities such as clubs and sports contribute to a sense of belonging and school pride. They also found summer school beneficial in maintaining their connection to the school community. These opportunities are supported by Goal 2, Actions 2.3, 2.4, and 2.5, which encompass sports, clubs, and the Jump Start junior high summer program.
However, students have reported inconsistencies in the implementation of Positive Behavioral Intervention and Supports (PBIS) strategies, particularly at the junior high level. In response, Goal 3, Action 3.1 continues the district’s commitment to PBIS strategies to ensure effective behavioral interventions.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Ensure all students, including English Learners and all other identified student groups, demonstrate academic growth and proficiency to leave each grade meeting or exceeding standards by aligning student learning to state-adopted standards to promote exemplary teaching and learning. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is formulated based on input gathered through consultations with educational partners, in addition to an analysis of CAASPP data and the corresponding Academic Performance Indicators on the California Dashboard. The district's 2024 CAASPP ELA scores are -0.8 DFS for All students, while it is -21.6 DFS for English learners, -91.8 for foster youth, and -18.7 for low-income students. The district's 2024 CAASPP Math scores are -26.1 DFS for All students, while it is -31.6 DFS for English learners, -119.5 for foster youth, and -44.2 for low-income students. This indicates a gap between our all student category and our English learners, foster youth and low-income students. The goal establishes a direct connection between academic performance on the Dashboard and the metrics, services, and outcomes specified in the LCAP. Given that the academic achievement of our students is a paramount concern, we utilize a blend of state and local assessment data as a metric to assess growth. Aligning our goals with the Dashboard not only underscores our commitment to state priorities but also enables staff and educational partners to track progress effectively.
The metrics associated with this goal are organized cohesively to offer a comprehensive evaluation, indicating that students are progressing towards the overarching objective of ensuring that all students, including English learners and other identified student groups, exhibit academic growth and proficiency. This involves aligning student learning with state-adopted standards to promote exemplary teaching and learning. The corresponding actions are grouped to provide diverse academic supports, addressing the individual needs and learning styles of students. It is the cumulative impact of these actions that shapes a comprehensive program enabling students to demonstrate academic growth and proficiency. These actions include intervention programs meant to address the needs of low performing students and prioritized and directed to primarily meet the academic needs of English learner, foster youth, and low-income students. This intervention will include a heavy emphasis on phonics for the lower grades and fluency and comprehension for the upper grades.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Implementation of State Standards | Survey Results (from February 2024 Implementation of State Standard Survey results) - ELA - 100% of teachers at full implementation, ELD - 83.7% of teachers at full implementation, Math - 100% of teachers at full implementation, History/Social Science - 68.5% of teachers at full implementation, Scienc e - 66.7% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA 75% of teachers at full implementation | Survey Results (from February 2025 Implementation of State Standard Survey results) - ELA - 97.3% of teachers at full implementation, ELD - 75.6% of teachers at full implementation, Math - 97.3% of teachers at full implementation, History/Social Science - 71.9% of teachers at full implementation, Science - 63.6% of teachers at full implementation, P E - 89.7% of teachers at full implementation, VAPA 70.0% of teachers at full implementation | | ELA - 90% of teachers at full implementation, ELD - 90% of teachers at full implementation, Math - 90% of teachers at full implementation, History/Social Science - 90% of teachers at full implementation, Sc ience - 90% of teachers at full implementation, P E - 90% of teachers at full implementation, VAPA 90% of teachers at full implementation | ELA 2.7% decrease difference of teachers at full implementation , ELD 8.1% decrease difference of teachers at full implementation, Math 2.7% decrease of teachers at full implementation, History/Social Science +3.4% difference o f teachers at full implementation, Sc ience 3.1% decrease difference of teachers at full implementation,PE 0.3% decrease difference of teachers at full implementation, VAPA 5% decrease difference of teachers at full implementation |
| 1.2 | CAASPP ELA - District<br><br>Distance from Standard (DFS) | CAASPP ELA (CA School Dashboard 2023)<br><br>ALL -0.8 points DFS | CAASPP ELA (CA School Dashboard 2024) | | CAASPP ELA<br><br>ALL +9 points DFS | CAASPP ELA<br><br>ALL 0 points difference DFS |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Yellow)<br>EL -22.7 points DFS (Orange)<br>SED -17.2 points DFS (Orange)<br>FY -80.6 points DFS (No Performance Color, small group size)<br>LTEL (2024 Dashboard) -78.7 points DFS (Red)<br><br>SWD -94.6 points DFS (Red) | ALL -0.8 points DFS (Yellow)<br>EL -21.6 points DFS (Orange)<br>SED -18.7 points DFS (Orange)<br>FY -91.8 points DFS (No Performance Color, small group size)<br>LTEL (2024 Dashboard) -78.7 points DFS (Red)<br><br>SWD -90.5 points DFS (Orange) | | EL -4 points DFS<br>SED 0 points DFS<br>FY -50 points DFS<br>LTEL -30 points DFS<br><br>SWD -85 DFS | EL +1.1 points difference DFS<br>SED -1.5 points difference DFS<br>FY -11.2 points difference DFS<br>LTEL 0 points difference (added for 2024)<br><br>SWD +4.1 points difference DFS |
| 1.3 | CAASPP ELA - School and Student Group<br>Distance from Standard (DFS) | CAASPP ELA (CA School Dashboard 2023)<br><br>Creek View<br>SWD -118.2 points DFS (Red)<br><br>Ranch View<br>SWD -104.0 points DFS (Red)<br><br>Grace Yokley<br>SWD -95.5 points DFS (Red)<br>LTEL (2024 Dashboard) -90 points DFS (Red) | CAASPP ELA (CA School Dashboard 2024)<br><br>Creek View<br>SWD -96.5 points DFS (Orange)<br><br>Ranch View<br>SWD -118.5 points DFS (Red)<br><br>Grace Yokley<br>SWD -101.1 points DFS (Red)<br>LTEL -90 points DFS (Red) | | CAASPP ELA<br><br>Creek View<br>SWD -100 points DFS<br><br>Ranch View<br>SWD -92 points DFS<br><br>Grace Yokley<br>SWD -83 points DFS<br>LTEL -70 points DFS | CAASPP ELA<br><br>Creek View<br><br>SWD +21.7 points difference DFS<br><br>Ranch View<br>SWD -14.5 points difference DFS<br><br>Grace Yokley<br>SWD -5.6 points difference DFS<br>LTEL 0 points difference (added for 2024) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | CAASPP Math - District<br>Distance from Standard (DFS) | CAASPP Math (CA School Dashboard 2023)<br><br>ALL -35.2 points DFS (Yellow)<br>EL -41 points DFS (Yellow)<br>SED -54.9 points DFS (Yellow)<br>FY -104.4 points DFS (No Performance Color, small group size)<br>LTEL (2024 Dashboard) -98.7 points DFS (Red)<br><br>SWD -119.8 points DFS (Red) | CAASPP Math (CA School Dashboard 2024)<br><br>ALL -26.1 points DFS (Yellow)<br>EL -31.6 points DFS (Yellow)<br>SED -44.2 points DFS (Yellow)<br>FY -119.5 points DFS (No Performance Color, small group size)<br>LTEL (2024 Dashboard) -98.7 points DFS (Red)<br><br>SWD -115.9 points DFS (Orange) | | CAASPP Math<br><br>ALL -20 points DFS<br>EL -25 points DFS<br>SED -40 points DFS<br>FY -80 DFS<br>LTEL -65 points DFS<br><br>SWD -100 points DFS | CAASPP Math<br><br>ALL +9.1 points difference DFS<br>EL +9.4 points difference DFS<br>SED +10.7 points difference DFS<br>FY -15.1 points difference DFS<br>LTEL 0 points difference (added for 2024)<br><br>SWD +3.9 points difference DFS |
| 1.5 | CAASPP Math - School and Student Group<br>Distance from Standard (DFS) | CAASPP Math (CA School Dashboard 2023)<br><br>Creek View<br>SWD -141.3 points DFS (Red)<br><br>Ranch View<br>SWD -112.4 points DFS (Red)<br><br>Grace Yokley (CA Dashboard 2024) | CAASPP Math (CA School Dashboard 2024)<br><br>Creek View<br>SWD -112.6 points DFS (Orange)<br><br>Ranch View<br>SWD -124.6 points DFS (Red)<br><br>Grace Yokley | | CAASPP Math<br><br>Creek View<br>SWD -120 points DFS<br><br>Ranch View<br>SWD -92 points DFS<br><br>Grace Yokley<br>LTEL -80 points DFS (Red) | CAASPP Math<br><br>Creek View<br>SWD +28.7 points difference DFS<br><br>Ranch View<br>SWD -12.6 points difference DFS<br><br>Grace Yokley<br>LTEL 0 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | LTEL -116.3 points DFS (Red) | LTEL -116.3 points DFS (Red) | | | difference (added for 2024) |
| 1.6 | English Learner Proficiency Indicator (ELPI) (students who make progress toward English proficiency based on the English Language Proficiency Assessment for California (ELPAC) | ELPI Progress (CA School Dashboard 2023)<br>EL- 58.3%<br>LTEL- (2024 Dashboard) 69.6% | ELPI Progress (CA School Dashboard 2024)<br>EL- 47.3%<br>LTEL- 64.0% | | ELPI Progress<br>EL - 65%<br>LTEL - 60% | ELPI Progress<br>EL -11% difference<br>LTEL -5.6% difference |
| 1.7 | English Learner reclassification rate | English Learner (Local Data-Synergy SIS and ELLevation for school year 2022-23) Reclassification Rate of 4.5% | English Learner (Local Data-Synergy SIS and ELLevation for school year 2023-24). Reclassification Rate of 7.2% | | English Learner Reclassification Rate of 10% | English Learner Reclassification Rate 2.7% difference |
| 1.8 | i-Ready Winter Diagnostic Growth Rate Results for Reading | i-Ready Winter Diagnostic Growth Rate (results from December 2023 Diagnostic #2) for Reading- 61% of Annual Growth Expectation | i-Ready Winter Diagnostic Growth Rate (results from December 2024 Diagnostic #2) for Reading- 55% of Annual Growth Expectation | | i-Ready Winter Diagnostic Growth Rate for Reading- 45% of Annual Growth Expectation | i-Ready Winter Diagnostic Growth Rate for Reading: 7% below difference of Annual Growth Expectation from Baseline, but exceeds annual expectation of 45% by 10% |
| 1.9 | i-Ready Winter Diagnostic Growth Rate Results for | i-Ready Winter Diagnostic Growth Rate (results from December 2023 Diagnostic #2) for | i-Ready Winter Diagnostic Growth Rate (results from December 2024 | | i-Ready Winter Diagnostic Growth Rate for Mathematics- | i-Ready Winter Diagnostic Growth Rate for Math: 8% above difference of |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Mathematics | Mathematics- 47% of Annual Growth Expectation | Diagnostic #2) for Mathematics- 55 % of Annual Growth Expectation | | 45% of Annual Growth Expectation | Annual Growth Expectation from Baseline, and exceeds annual expectation of 45% by 10% |
| 1.10 | i-Ready Diagnostic Annual Growth Rate Results for Reading (Discovery Center Intervention Students) | i-Ready Diagnostic Growth Rate (results from December 2023 Diagnostic #2 and March Diagnostic #3)<br><br>ELA-<br>Diagnostic #2 Growth for Discovery: 52% of Annual Growth Expectation<br>Diagnostic #3 Growth for Discovery: 84% of Annual Growth Expectation | i-Ready Diagnostic Growth Rate (results from December 2024 Diagnostic #2 and March Diagnostic #3)<br><br>ELA-<br>December 2024 Diagnostic #2 Growth for Discovery: 54.5% of Annual Growth Expectation<br>Diagnostic #3 Growth for Discovery: 83.5% of Annual Growth Expectation | | i-Ready Diagnostic Growth Rate (December, March):<br>ELA-<br>Diagnostic #2 Growth for Discovery: 45% of Annual Growth Expectation<br>Diagnostic #3 Growth for Discovery: 85% of Annual Growth Expectation | i-Ready Diagnostic Growth Rate (December, March):<br>ELA-<br>Diagnostic #2 Growth for Discovery: +2.5% difference of Annual Growth Expectation<br>Diagnostic #3 Growth for Discovery: -0.5% difference of Annual Growth Expectation |
| 1.11 | CAST (California Science Test) - District 5th & 8th grade students | CAST (CDE CAST Results from Spring 2023)<br><br>ALL - 29.7% Met/Exceeded Standard<br><br>SED - 23.8% Met/Exceeded Standard<br>EL - 1.5% | CAST (CDE CAST Results from Spring 2024)<br><br>ALL - 33.4% Met/Exceeded Standard<br><br>SED - 24.8% Met/Exceeded | | CAST<br><br>ALL - 38% Met/Exceeded Standard<br><br>SED - 32% Met/Exceeded Standard | CAST<br><br>ALL +3.7% difference Met/Exceeded Standard<br><br>SED +1.0% difference Met/Exceeded |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Met/Exceeded | Standard<br>EL - 5.6% Met/Exceeded | | EL - 10% Met/Exceeded | Standard<br><br>EL +4.1% difference Met/Exceeded |
| 1.12 | Student Performance on CAASPP ELA and Math- Junior High | CAASPP (CA School Dashboard 2023)<br>For GYS<br><br>ELA<br>ALL +3.5 points DFS (Green)<br>EL -26.4 points DFS (Yellow)<br>SED -5 points DFS (Green)<br>FY (No Performance Color, small group size)<br>LTEL (2024 Dashboard) -90 points DFS (Red)<br><br>Math<br>ALL -46.9 points DFS (Yellow)<br>EL -65.8 points DFS (Yellow)<br>SED -70.6 points DFS (Yellow)<br>FY (No Performance Color, small group size)<br>LTEL (2024 Dashboard) -116.3 points DFS (Red) | CAASPP (CA School Dashboard 2024)<br>For GYS<br><br>ELA<br>ALL +6.4 points DFS (Yellow)<br>EL -22.5 points DFS (Yellow)<br>SED -13.9 points DFS (Orange)<br>FY (No Performance Color, small group size)<br>LTEL -90 points DFS (Red)<br><br>Math<br>ALL -34 points DFS (Yellow)<br>EL -52.2 points DFS (Yellow)<br>SED -57.6 points DFS (Yellow)<br>FY (No Performance Color, small group size)<br>LTEL -116.3 points DFS (Red) | | CAASPP For GYS<br><br>ELA<br>ALL +10 points DFS<br>EL -10 points DFS<br>SED +5 points DFS<br>LTEL -70 points DFS<br><br>Math<br>ALL -25 points DFS<br>EL -40 points DFS<br>SED -50 points DFS<br>LTEL -80 points DFS | CAASPP For GYS<br><br>ELA<br>ALL +2.9 points difference DFS<br>EL +3.9 points difference DFS<br>SED -8.9 points difference DFS<br>LTEL 0 points difference (added for 2024)<br><br>Math<br>ALL +12.9 points difference DFS<br>EL +13.6 points difference DFS<br>SED +13 points difference DFS<br>LTEL 0 points difference (added for 2024) |

# Goal Analysis [2024-25]

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

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

**1.1 ELA Intervention During the School Day (Discovery Center for Grades 1-4)** - This action was partially implemented. The District has assigned an ELA Teacher on Special Assignment (TOSA) to each elementary school site. Students in grades 1-4 received regular ELA intervention instruction during the day. Instruction is based on the core program and incorporates strategies from Orton-Gillingham and Heggerty. Additionally, TOSAs provide push-in support to classrooms. The challenge in delivering this program stemmed from a shortage of substitutes. Our TOSAs were, at times, reassigned from their main duties to fill in for substitute shortages. As a result, ELA Intervention had to be canceled during these instances.

**1.2 ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8)** - This action was fully implemented. We provided two sessions of ELA Academy, an extra ELA course taken during elective period (one at 7th grade and one at 8th grade). This provided our students extra assistance in meeting grade level expectations. There were no substantive changes in how this action was implemented and written in the adopted LCAP.

**1.3 Math Intervention After School (Grades 2-6)** - This action was partially implemented. Two 10-week sessions were offered. This action was implemented fully at Mountain View and Ranch View, but Creek View and Park View were unable to offer every planned intervention class due to staffing shortages.

**1.4 Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8**) - This action was fully implemented. We provided two sessions of Math Academy, an extra Math course taken during elective period (one at 7th grade and one at 8th grade). This provided our English learner, foster, and low socio-economic students extra assistance in meeting grade level expectations. There were no substantive changes in how this action was implemented and written in the adopted LCAP.

**1.5 NGSS Lab Supplies** - This action was fully implemented. The District allocated each site funds to purchase consumable and non-consumable supplies to support hands-on instruction and experiments aligned to Next Generation Science Standards (NGSS).

**1.6 English Learner Support** - This action was fully implemented. The District provided one EL coordinator for each school campus. There were no challenges to securing staff. Paraeducators were provided on each campus to support the EL program provided to our English learners. Rosetta Stone was provided to all English learners in need of additional support in building basic English language fluency.

**1.7 English Language Arts and Mathematics Professional Staff Development** - This action was partially implemented. We were able to fully implement the following trainings: i-Ready, Educational Technology, Mental Health/Social Emotional Learning, and language acquisition and support for English learners. Our Director of Student Services provided consultation, training and support in MTSS process, Behavior Intervention Plans (BIPs), and Individualized Education Plans (IEPs). For Mathematics and English language arts training which occurs during the school day, we continue to experience challenges in securing substitute teachers as a significant substitute teacher shortage exists. We continued to offer all trainings over the course of the year, however most trainings had to be limited to the number of substitute teachers we were able to utilize. This reduced the number of teachers that received professional development.

**1.8 Educational Software Programs**- This action was fully implemented. We successfully provided a range of supplementary software programs, including Zingy Science and BrainPOP, to reinforce our core curriculum and assist students in meeting grade level standards.

**1.9 Collaboration Opportunities with other junior high schools and/or Colony High School** - This action was fully implemented. The District released junior high math teachers to meet with the Math Department at Colony High School, where our students matriculate. Teachers are able to observe instruction and gain an understanding of high school expectations to provide better alignment to support our junior high

students as they transition to high school. Colony High School is not a part of the Mountain View School District, so collaboration does not come naturally.

**1.10 Professional Learning Communities** - This action was fully implemented. Teachers were provided with regular monthly release time to meet in grade level teams to collaborate using student Math and ELA/Reading performance data. This allowed teachers time to analyze the data of our unduplicated students for instructional planning.

**1.11 Paraeducator support for students with disabilities** - This action was fully implemented as planned. The District provided students with paraeducator support based on their IEP needs. Paraeducator support was offered as needed as either a pull-out or push-in service.

**1.12 Homework Club After School (Grades 2-8)** - This action was partially implemented. We had a challenge staffing Homework Club on some elementary campuses. We were able to staff it on some elementary campuses as well as at the junior high school. At the elementary level, Homework Club was offered in two 10-week sessions, one in the fall and the other in late winter/spring. Homework Club at the junior high, also known as "Panther Prep", was provided three days a week as a drop-in model over the course of the school year. The challenge at the junior high level is that school and other outside activities can conflict with the time Homework Club is offered.

**1.13 Supplemental Writing Program Implementation (K-6)** - This action was fully implemented. During the 2022-23 school year, the District researched, piloted, and purchased a supplemental writing program for students in grades K-6. Teacher training for Step Up to Writing occurred in August 2023. The program was implemented in all grades K-6 during the 2023-24 school year, with a further focus on refinement during the 2024-25 school year. Our principals and ELA Teachers on Special Assignment (TOSAs) were instrumental in supporting and ensuring implementation across the district. The challenge has been ensuring all teachers transition to utilizing this newly purchased program.

**1.14 ELA Intervention After School (Grades 5-6)** - This action was partially implemented. Two 10-week sessions were offered. Some campuses were unable to provide this offering to students due to staffing shortages. When the sessions occurred, the intervention provided support in the areas of grammar, spelling, and reading comprehension based on the students' outcomes of the i-Ready Diagnostic.

**1.15 Curriculum Support and training for ELs and LTELs (Long Term English Learners)** - This action was partially implemented. Due to the substitute teacher shortage and contractural restrictions we were unable to arrange and provide this additional third party training for our teachers of English learner students. Support and consultation was offered by our site admin, TOSAs, and EL Coordinators.

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

Action 1.1: Changes due to changes in personnel from the original budgeted personnel. The services provided remained unchanged.

Action 1.4: Additional offerings were provided resulting in increased costs.

Action 1.6: Additional staffing cost increases, full services were provided to the students.

Action 1.9: No actual expenditure, costs were estimated for substitute teachers, but collaboration happened outside the instructional day and subs were not needed.

Action 1.11: Additional staffing cost increases, full services were provided to the students.

Action 1.13: No actual expenditure, program was in year 2 and original license was extended by the vendor to cover our second year of implementation.

Action 1.14: Demand for services was down, services were provided to all students that wanted to participate.

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

**Action 1.1: ELA Intervention During the School Day (Discovery Center for Grades 1-4)-** The Discovery Center intervention had partial effectiveness across student groups. For Metric M1.2 (CAASPP ELA District), English Learners showed improvement (+1.1 points DFS), while Socioeconomically Disadvantaged students declined (-1.5 points DFS). Metric M1.3 reveals significant variation at the school level where Creek View's Students with Disabilities improved (+21.7 points DFS), while Ranch View's SWD declined (-14.5 points DFS). Metric M1.10 specifically tracking Discovery Center students shows positive results with 54.5% achieving annual growth expectations in December and 83.5% by March. The intervention appears most effective for English Learners and shows promise for intervention students overall, though further consideration is needed for addressing the decline among Socioeconomically Disadvantaged students and ensuring consistent implementation across all sites.

**Action 1.2: ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8)-** The ELA Academy shows partial effectiveness. Metric M1.2 indicates minimal district-wide ELA improvement (0 points difference DFS). However, Metric M1.12 reveals junior high-specific gains with All Students improving +2.9 points DFS and English Learners improving +3.9 points DFS, though Socioeconomically Disadvantaged students declined (-8.9 points DFS). Metric M1.8 shows 55% of students meeting winter diagnostic growth expectations, exceeding the 45% target by 10%. The action effectively supports English Learners but requires additional strategies to address the needs of Socioeconomically Disadvantaged students at the junior high level.

**Action 1.3: Math Intervention After School (Grades 2-6)-** This action shows strong effectiveness across all student groups. Metric M1.4 demonstrates substantial improvement with All Students gaining +9.1 points DFS, English Learners +9.4 points DFS, and Socioeconomically Disadvantaged students +10.7 points DFS. Foster Youth showed decline (-15.1 points DFS), though this may reflect small sample size. Metric M1.9 confirms effectiveness with 55% of students meeting winter diagnostic growth expectations, exceeding the 45% target. The intervention successfully narrows achievement gaps for most student groups, though additional support strategies should be considered for Foster Youth.

**Action 1.4: Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8-** Math Academy demonstrates exceptional effectiveness. Metric M1.4 shows strong gains across groups, and Metric M1.12 reveals outstanding junior high results with All Students improving +12.9 points DFS, English Learners +13.6 points DFS, and Socioeconomically Disadvantaged students +13.0 points DFS. Metric M1.9 confirms 55% meeting growth expectations. The intervention effectively accelerates math achievement for all student groups at the junior high level, with English Learners showing particularly strong gains.

**Action 1.5: NGSS Lab Supplies-** This action shows positive effectiveness. Metric M1.11 (CAST results) improved from 29.7% to 33.4% meeting/exceeding standards for All Students (+3.7% difference). English Learners showed substantial improvement from 1.5% to 5.6% (+4.1% difference), while Socioeconomically Disadvantaged students showed modest gains (+1.0% difference). The hands-on materials effectively support science learning, particularly for English Learners, though additional strategies might enhance outcomes for Socioeconomically Disadvantaged students.

**Action 1.6: English Learner Support-** This action shows mixed effectiveness. While Metric M1.2 shows English Learners improved (+1.1 points DFS), Metric M1.6 (ELPI) declined significantly from 58.3% to 47.3% (-11% difference). However, Metric M1.7 shows the reclassification rate increased from 4.5% to 7.2% (+2.7% difference). The support effectively improves academic achievement and reclassification rates but requires enhancement to address English proficiency progress, particularly for newer English Learners entering the district.

**Action 1.7: English Language Arts and Mathematics Professional Staff Development-** Professional development shows variable effectiveness across metrics. Metric M1.1 reveals declining implementation rates in ELA (-2.7%), ELD (-8.1%), Math (-2.7%), Science (-3.1%), PE (-0.3%), and VAPA (-5%), with only History/Social Science improving (+3.4%). Despite these implementation challenges, academic outcomes show mixed results. Metric M1.2 (CAASPP ELA District) shows minimal change for All Students (0 points difference DFS), improvement for English

Learners (+1.1 points DFS), but decline for Socioeconomically Disadvantaged students (-1.5 points DFS) and Foster Youth (-11.2 points DFS). Metric M1.3 (CAASPP ELA School/Student Groups) shows Creek View's SWD improved (+21.7 points DFS) while Ranch View's SWD declined (-14.5 points DFS) and Grace Yokley's SWD declined (-5.6 points DFS). Metric M1.4 (CAASPP Math District) demonstrates strong gains for All Students (+9.1 points DFS), English Learners (+9.4 points DFS), and Socioeconomically Disadvantaged students (+10.7 points DFS), though Foster Youth declined (-15.1 points DFS). Metric M1.5 (CAASPP Math School/Student Groups) shows Creek View's SWD improved dramatically (+28.7 points DFS) while Ranch View's SWD declined (-12.6 points DFS). The substitute teacher shortage significantly impacted delivery, suggesting alternative professional development models should be considered to ensure consistent teacher training and implementation fidelity.

**Action 1.8: Educational Software Programs**- Educational software programs demonstrate strong effectiveness across multiple measures. Metric M1.2 (CAASPP ELA District) shows minimal overall change (0 points difference DFS) but improvement for English Learners (+1.1 points DFS) and Students with Disabilities (+4.1 points DFS), with declines for Socioeconomically Disadvantaged (-1.5 points DFS) and Foster Youth (-11.2 points DFS). Metric M1.3 (CAASPP ELA School/Student Groups) reveals site-specific variations with Creek View's SWD improving (+21.7 points DFS) while Ranch View and Grace Yokley showed declines. Metric M1.4 (CAASPP Math District) shows exceptional gains for All Students (+9.1 points DFS), English Learners (+9.4 points DFS), Socioeconomically Disadvantaged (+10.7 points DFS), and Students with Disabilities (+3.9 points DFS). Metric M1.5 (CAASPP Math School/Student Groups) shows Creek View's SWD with remarkable improvement (+28.7 points DFS) though Ranch View declined (-12.6 points DFS). Metric M1.11 (CAST) improved for All Students from 29.7% to 33.4% (+3.7% difference) and English Learners from 1.5% to 5.6% (+4.1% difference). The digital tools effectively support learning across content areas, with particular strength in mathematics and science instruction.

**Action 1.9: Collaboration Opportunities with Colony High School**- While no funding was expended, the collaboration shows positive correlation with mathematics outcomes. Metric M1.4 (CAASPP Math District) demonstrates strong gains for All Students (+9.1 points DFS), English Learners (+9.4 points DFS), and Socioeconomically Disadvantaged students (+10.7 points DFS). Metric M1.5 (CAASPP Math School/Student Groups) shows mixed results with Creek View improving and Ranch View declining. Metric M1.12 (Junior High Performance) reveals exceptional math gains at Grace Yokley with All Students improving +12.9 points DFS, English Learners +13.6 points DFS, and Socioeconomically Disadvantaged +13.0 points DFS, while ELA showed modest gains for All Students (+2.9 points DFS) and English Learners (+3.9 points DFS) but decline for Socioeconomically Disadvantaged (-8.9 points DFS). The vertical alignment appears highly effective for mathematics preparation, though consideration should be given to expanding collaboration to support ELA outcomes.

**Action 1.10: Professional Learning Communities**- Professional Learning Communities demonstrate strong effectiveness across most metrics, particularly in mathematics. Metric M1.2 (CAASPP ELA District) shows minimal overall improvement for All Students (0 points difference DFS), though English Learners improved (+1.1 points DFS) and Students with Disabilities improved (+4.1 points DFS), while Socioeconomically Disadvantaged students (-1.5 points DFS) and Foster Youth (-11.2 points DFS) declined. Metric M1.3 (CAASPP ELA School/Student Groups) reveals significant site-level variation, with Creek View's SWD showing substantial gains (+21.7 points DFS) while Ranch View's SWD (-14.5 points DFS) and Grace Yokley's SWD (-5.6 points DFS) declined. Metric M1.4 (CAASPP Math District) demonstrates exceptional effectiveness with All Students improving +9.1 points DFS, English Learners +9.4 points DFS, Socioeconomically Disadvantaged +10.7 points DFS, and Students with Disabilities +3.9 points DFS, though Foster Youth declined (-15.1 points DFS). Metric M1.5 (CAASPP Math School/Student Groups) shows Creek View's SWD with remarkable improvement (+28.7 points DFS) while Ranch View's SWD declined (-12.6 points DFS). Metric M1.8 (i-Ready Winter Diagnostic Growth Rate for Reading) confirms 55% of students meeting annual growth expectations, exceeding the 45% target by 10%, though down from the 61% baseline. Metric M1.9 (i-Ready Winter Diagnostic Growth Rate for Mathematics) shows 55% meeting growth expectations, significantly exceeding both the 45% target and the 47% baseline (+8% difference). The collaborative approach effectively supports data-driven instruction in mathematics, though PLCs should consider enhanced focus on literacy strategies to address ELA disparities and ensure consistent implementation across all school sites.

**Action 1.11: Paraeducator Support for Students with Disabilities-** This action shows mixed effectiveness. District-wide, Students with Disabilities improved in both ELA (+4.1 points DFS) and Math (+3.9 points DFS) per Metrics M1.2 and M1.4. However, Metrics M1.3 and M1.5 reveal significant site-level variation, with Creek View showing strong gains while Ranch View showed declines. The support is effective overall but may benefit from site-specific evaluation to ensure consistent implementation.

**Action 1.12: Homework Club After School (Grades 2-8)-** Homework Club demonstrates mixed effectiveness across metrics. Metric M1.2 (CAASPP ELA District) shows minimal change for All Students (0 points difference DFS) with English Learners improving (+1.1 points DFS). Metric M1.4 (CAASPP Math District) shows strong gains for All Students (+9.1 points DFS) and English Learners (+9.4 points DFS). Metric M1.6 (ELPI) declined significantly from 58.3% to 47.3% (-11% difference) for English Learners, while LTELs showed 64.0% progress. Metric M1.7 (Reclassification Rate) improved from 4.5% to 7.2% (+2.7% difference). Metric M1.12 (Junior High Performance) shows positive outcomes with math gains for All Students (+12.9 points DFS) and English Learners (+13.6 points DFS), and modest ELA gains for English Learners (+3.9 points DFS). The program effectively supports homework completion and reclassification but requires enhancement to better support English proficiency development, particularly given the decline in ELPI scores.

**Action 1.13: Supplemental Writing Program (Grades K-6)-** Step Up to Writing shows limited measurable impact. Metric M1.2 shows no district-wide ELA improvement (0 points difference DFS). Metric M1.8 shows reading growth at 55%, exceeding targets but down from baseline. Further time may be needed to fully realize the program's impact on writing skills.

**Action 1.14: ELA Intervention After School (Grades 5 & 6)-** This partially implemented action shows moderate effectiveness where offered. Metric M1.8 confirms 55% meeting reading growth expectations. Metric M1.2 shows minimal district-wide change, though the limited implementation due to staffing challenges impacts overall effectiveness. Full implementation across all sites would likely enhance outcomes.

**Action 1.15: Curriculum Support and Training for ELs and LTELs-** This partially implemented action shows limited effectiveness. While Metric M1.7 shows improved reclassification rates, Metric M1.6 (ELPI) declined significantly. Metric M1.2 reveals LTELs at -78.7 points DFS (Red performance level). The substitute shortage prevented full implementation of planned training, indicating urgent need for alternative professional development delivery methods to support LTEL achievement.

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

Long Term English Learner (LTEL) students were added to the metrics M1.2, M1.23, M1.4, M1.5, and M1.12 as a result of it being a new student group on the California Dashboard, and Mountain View identified for technical assistance. For these metrics the baseline data used was the 2024 California Dashboard. Action 1.6 was updated to include LTELs in the description. Action 1.15 was revised to include more specific information regarding the action and its elements. Additionally, metric M1.6 baseline was changed to reflect data present on the 2024 California Dashboard instead of internally calculated data which was present on the 2024-25 LCAP. Baseline information for Metrics 1.8, 1.9, and 1.10 were updated to reflect and include the baseline year of 2023.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | ELA Intervention During the School Day (Discovery Center for Grades 1-4) | The district will provide one Teacher on Special Assignment (TOSA) and a paraeducator at each elementary site to offer remediation in Language Arts and/or enrichment to students as well as professional development and support for teachers. This will be principally directed to our low income, foster youth, and English learner students. This action will provide intervention in phonics and phonemic awareness for the younger grades and increase in complexity to comprehension strategies for the older grades. Progress Monitoring for this action will be measured by Metric M1.2, M1.3, and M1.10. | $449,042.00 | Yes |
| **1.2** | ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8) | In collaboration with the Educational Services Department, Grace Yokley Junior High will offer two periods of Language Arts Intervention that is principally directed to our low-income, foster youth and English learners students. This action will provide intervention in fluency and comprehension as needed per diagnostic results. Progress Monitoring for this action will be measured by Metric M1.2, M1.8, and M1.12. | $44,824.00 | Yes |
| **1.3** | Math Intervention After School (Grades 2-6) | In collaboration with the Educational Services Department, elementary schools will offer after school Math Intervention that is principally directed to low-income, foster youth and English learners students in grades 2-6. This action will provide intervention in the areas of numbers and operations and algebra and algebraic functions as determined by the diagnostic results. Progress Monitoring for this action will be measured by Metric M1.4 and M1.9. | $48,820.00 | Yes |
| **1.4** | Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) | In collaboration with the Educational Services Department, Grace Yokley Junior High will offer two periods of Math Intervention in grades 7 & 8 that is principally directed to our low income, foster youth and English learners students. This action will provide intervention in the areas of numbers and operations and algebra and algebraic functions as determined by the | $62,914.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | diagnostic results. Progress Monitoring for this action will be measured by Metric M1.4, M1.9, and M1.12. | | |
| **1.5** | NGSS Lab Supplies | The Chief Business Official (CBO) will provide Science lab supply allocations to all school sites to support NGSS instruction. This will allow schools to provide the needed materials and resources for teachers to design and implement an experiential science curriculum aligned to Next Generation Science Standards. Progress Monitoring for this action will be measured by Metric M1.11. | $5,000.00 | No |
| **1.6** | English Learner Support | The Educational Services Department will provide staffing and resources for each school site. Staff includes EL Coordinators that oversee the program at the direction of the site principal, paraeducators that provide in-class support and resources that are differentiated for English learner students and the unique needs of LTELS that support classroom learning and align with the state ELD standards. This action will be limited to assist our English learner students in language acquisition, and promotes progress to becoming reclassified. Progress monitoring for this action will be measured by Metric M1.2, M1.6 and M1.7. | $305,510.00 | Yes |
| **1.7** | English Language Arts and Mathematics Professional Staff Development | The Educational Services Department will offer teachers staff development opportunities aligned to LCAP goals principally directed to low-income, foster youth, English learners. These trainings will improve classroom strategies for ELA and Math to develop deeper student learning and assist our teachers in focusing on high leverage strategies. Progress monitoring for the action will be Metrics M1.1, M1.2, M1.3, M1.4, M1.5. | $125,000.00 | No |
| **1.8** | Educational Software Programs | The Educational Services Department will offer additional instructional software programs principally directed to our low-income, foster youth and English learner students. These programs will be utilized to reinforce grade level concepts in the core subjects of English language arts, | $12,654.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | mathematics, and Science. Progress monitoring of this action will be thru Metrics M1.2, M1.3, M1.4, M1.5, and M1.11. | | |
| **1.9** | Collaboration Opportunities with other junior high schools and/or Colony High School | The Educational Services Department will provide teacher release time for collaboration and/or observation time for junior high math teachers at other junior high schools and/or at Colony High School, where our students matriculate. This collaboration will assist our teachers in understanding learning progressions for our students, so that strategies can be principally directed to and assist our unduplicated students in closing achievement gaps, to be on-grade level and access to enrichment. Progress monitoring for this action will be thru Metrics M1.4, M1.5, and M1.12. | $0.00 | No |
| **1.10** | Professional Learning Communities | Professional Learning Communities (PLCs) will collaborate over student data. These PLCs will allow our teachers to work together to strategize methods to meeting the needs of our low-income, foster youth and English learner students. This collaboration will include reviewing data and developing classroom strategies collaboratively. Progress monitoring for the action will be thru Metrics M1.2, M1.3, M1.4, M1.5, M1.8, M1.9. | $154,030.00 | Yes |
| **1.11** | Paraeducator support for students with disabilties | Paraeducators will support the Special Education Department to provide a combination of push-in and/or pull-out services based on site and student needs. These paraeducators will support student goals and objectives as detailed in the students' IEPs (Individualized Education Plan).<br>Progress monitoring for the action will be thru Metrics M1.2, M1.3, M1.4, and M1.5. | $723,694.00 | No |
| **1.12** | Homework Club After School (Grades 2-8) | The Educational Services Department in collaboration with each principal will offer an after school Homework Club for grades 2-8 as an additional academic support principally directed towards our English learner students. This action will support students is understanding and completion of daily homework and assist with other instructional | $47,056.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | reinforcement as needed. Progress monitoring for the action will be thru Metrics M1.2. M1.4, M1.6, M1.7, and M1.12. | | |
| **1.13** | Supplemental writing program (Grades K-6) | Educational Services will continue implementation a new supplemental writing program, Step Up to Writing, for grades K-6 principally directed to our low-income, foster youth and English learners to strengthen writing skills, and prerequisite organizational skills. Progress monitoring for this action will be measured by Metrics M1.2, M1.3, and M1.8. | $0.00 | No |
| **1.14** | ELA Intervention After School (Grades 5 & 6) | In collaboration with the Educational Services Department, elementary schools will offer after school ELA Intervention that is principally directed to low-income, foster youth and English learners students in grades 5 & 6 who do not have access to Discovery Center (Action 1.1). This action will provide intervention in the areas of spelling, grammar, and reading comprehension, and other concepts as identified by the outcomes of the i-Ready diagnostic assessment. Progress Monitoring for this action will be measured by Metric M1.2 and M1.8. | $19,027.00 | Yes |
| **1.15** | Curriculum support and training for ELs and LTELs (Long Term English Learners) | The Educational Services Department will provide targeted, research-based professional development to support teachers of English learners and LTELs. Training will focus on integrated and designated ELD, scaffolding strategies designed for language acquisition and differentiation strategies aligned with the California ELD Standards and the SIOP model. Specific attention will be given to address the unique academic and language development needs of LTELs to support reclassification. This action, limited to English learners and LTELs, will be measured by M1.2, M1.6 and M1.7. | $13,848.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Ensure all students receive a comprehensive, well-rounded, and rigorous educational experience by engaging students in the educational process. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was formulated in response to our chronic absenteeism rate and input from our educational partners. It corresponds with the Chronic Absenteeism Indicator on the 2024 California Schools Dashboard, fostering a direct link between student engagement and absenteeism on the Dashboard and the metrics, services, and outcomes outlined in the LCAP. Given that enhancing academic performance is a key priority for the district, aligning our goals with the Dashboard not only facilitates a clear connection with state priorities but also allows staff and educational partners to track progress effectively using a combination of state and local data as metrics for improvement.
The metrics associated with this goal are organized cohesively to offer a comprehensive assessment, indicating that students are actively participating in the educational process and receiving a well-rounded and challenging educational experience. The corresponding actions are grouped together to provide a range of experiences, opportunities, and support systems, addressing the unique needs and interests of individual students. It is the cumulative effect of these actions that contributes to a holistic, well-rounded, and rigorous educational experience. The School attendance rate for All Students per CDE Dataquest for the school year 2023-24 was 10.2 days absent, in comparison to our English learners at 9.7 average days absent, our low-income students at 11.2 average days absent, and our foster youth at 5.6 average days absent. The Chronic Absenteeism rate for All Students per the 2024 California Schools Dashboard for the school year 2023-24 was 16.5%, in comparison to our English learners at 14.2%, our low-income students at 20.6%, and our foster youth at 12.5%. This highlights that are English learners and foster youth are attending school at a better frequency than ALL students, but the low-income students are struggling with attendance. These actions will help maintain the attendance rate of most groups, but continue to address our low-income students.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | School Absence Rate | School Absence Rate (CDE Dataquest for school year 2022-23) | School Absence Rate (CDE Dataquest for school year 2023-24) | | School Attendance Rate -<br><br>ALL 9 average | School Absence Rate<br><br>ALL -2.9 average days absent |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ALL 13.1 average days absent<br>EL 11.6 average days absent<br>SED 14.4 average days absent<br>FY 12.5 average days absent | ALL 10.2 average days absent<br>EL 9.7 average days absent<br>SED 11.2 average days absent<br>FY 5.6 average days absent | | days absent<br>EL 8 average days absent<br>SED 10 average days absent<br>FY 8 average days absent | difference<br>EL -1.9 average days absent difference<br>SED -3.2 average days absent difference<br>FY -6.9 average days absent difference |
| 2.2 | Chronic Absenteeism Rate - District | Chronic Absenteeism Rate (CA School Dashboard 2023)<br><br>ALL 27.5% (Orange)<br>EL 24.4% (Yellow)<br>SED 34% (Orange)<br>FY 21.9% (Orange)<br>LTEL 21.1% (Red)<br>(2024 Dashboard)<br><br>HY 41.1% (Red)<br>AA 37.1% (Red)<br>Fi 20.1% (Red) | Chronic Absenteeism Rate (CA School Dashboard 2024)<br><br>ALL 16.5% (Yellow)<br>EL 14.2% (Yellow)<br>SED 20.6% (Yellow)<br>FY 12.5% (Yellow)<br>LTEL 21.1%<br><br>HY 35.2% (Orange)<br>AA 24.0% (Yellow)<br>Fi 4.7% (Blue) | | Chronic Absenteeism Rate<br><br>ALL 19%<br>EL 19%<br>SED 22%<br>FY 12%<br>LTEL 15%<br><br>HY 30%<br>AA 25%<br>Fi 10% | Chronic Absenteeism Rate<br><br>ALL -11.0% difference<br>EL -10.2% difference<br>SED -13.4% difference<br>FY -9.4% difference<br>LTEL 0 difference (added 2024)<br><br>HY -5.9% difference<br>AA -13.1% difference<br>Fi -15.4% difference |
| 2.3 | Chronic Absenteeism Rate - School and Student Group | Chronic Absenteeism Rate (CA School Dashboard 2023)<br><br>Creek View | Chronic Absenteeism Rate (CA School Dashboard 2024) | | Chronic Absenteeism Rate<br><br>Creek View<br>ALL 25% | Chronic Absenteeism Rate<br><br>Creek View<br>ALL -16.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ALL 34.6% (Red)<br>EL 36.6% (Red)<br>SED 41.7% (Red)<br>SWD 39.8% (Red)<br>AA 53.1% (Red)<br>Hi 35.4% (Red)<br><br>Ranch View<br>ALL 29.8% (Red)<br>SED 38.3% (Red)<br>SWD 35.0% (Red)<br>AA 45.2% (Red)<br>Hi 32.7% (Red)<br><br>Grace Yokley<br>LTEL 26.1% (Red) (2024 Dashboard) | Creek View<br>ALL 17.9% (Yellow)<br>EL 13.6% (Yellow)<br>SED 20.3% (Yellow)<br>SWD 16.2% (Yellow)<br>AA 18.6% (Yellow)<br>Hi 19.1% (Yellow)<br><br>Ranch View<br>ALL 23.7% (Yellow)<br>SED 30.9% (Yellow)<br>SWD 38.8% (Red)<br>AA 33.8% (Orange)<br>Hi 27.7% (Yellow)<br><br>Grace Yokley<br>LTEL 26.1% (Red) | | EL 27%<br>SED 33%<br>SWD 30%<br>AA 44%<br>Hi 26%<br><br>Ranch View<br>ALL 20%<br>SED 30%<br>SWD 26%<br>AA 36%<br>Hi 24%<br><br>Grace Yokley<br>LTEL 15% | difference<br>EL -23.0% difference<br>SED -21.4% difference<br>SWD -23.6% difference<br>AA -34.5% difference<br>Hi -16.3% difference<br><br>Ranch View<br>ALL -6.1% difference<br>SED -7.4% difference<br>SWD +3.8% difference<br>AA -11.4% difference<br>Hi -5.0% difference<br><br>Grace Yokley<br>LTEL 0 difference (added 2024) |
| 2.4 | Middle School Dropout Rate | Middle School Dropout Rate (Synergy SIS data for school year 2022-23) - 0% | Middle School Dropout Rate (Synergy SIS data for school year 2023-24) - 0% | | Middle School Dropout Rate - 0% | Middle School Dropout Rate - 0% difference, maintained target |
| 2.5 | Students have access and are enrolled in a | Students with access and enrolled in broad | Students with access and | | Students with access and | 0% difference, maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 and 8 | course of study (District School scheduling for school year 2022-23)- 100% | enrolled in broad course of study (District School scheduling for school year 2023-24)- 100% | | enrolled in broad course of study - 100% | targetStudents with access and enrolled in broad course of study - 100% |
| 2.6 | Visual and Performing Arts Program | Students with access (District School scheduling for school year 2022-23) - 100% | Students with access (District School scheduling for school year 2023-24) - 100% | | Students with access - 100% | Students with access - 0% difference, maintained target |
| 2.7 | Chronic Absenteeism Rate - Junior High (7th and 8th Grade) | Chronic Absenteeism Rate (CA School Dashboard 2023)<br><br>Grace Yokley<br>ALL 18.6% (Yellow)<br>EL 13.8% (Yellow)<br>SED 24.1% (Yellow)<br>FY No Performance Indicator<br>LTEL 26.1% (Red) (2024 Dashboard) | Chronic Absenteeism Rate (CA School Dashboard 2024)<br><br>Grace Yokley<br>ALL 16.5% (Yellow)<br>EL 19.1% (Orange)<br>SED 19.0% (Yellow)<br>FY No Performance Indicator<br>LTEL 26.1% (Red) | | Chronic Absenteeism Rate<br><br>Grace Yokley<br>ALL 12%<br>EL 10%<br>SED 15%<br>FY No Performance Indicator<br>LTEL 15% | Chronic Absenteeism Rate<br><br>Grace Yokley<br>ALL -2.1% difference<br>EL +5.3% difference<br>SED -5.1% difference<br>LTEL 0 difference (added 2024) |

# Goal Analysis [2024-25]

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

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

**2.1 Offer an AVID Program (7-8)** - This was fully implemented. We were able to offer an AVID program for students in grades 7 & 8. We offer two periods of AVID elective in grade 7 and grade 8 for a total of four elective courses. This program included daily class support for students and raised engagement, school connectedness, and reduced negative behaviors. A challenge for this action was finding AVID tutors to support the program.

**2.2 Offer High School Level Courses (7-8)** - This was fully implemented. We were able to offer Integrated Math I and Spanish IA and IB as electives. There were no substantive differences in how this action was planned and implemented. These classes took place in both semesters and challenged our students as they prepare for high school.

**2.3 Provide a Junior High School After School Sports Program** - This was fully implemented. The sports offerings included football, volleyball, soccer, basketball, track, and drill team. There were no substantive differences in how this action was planned and implemented. The sports program had full seasons of each sport as planned and was supported by parents, staff and the community. This action was a success in increasing parent engagement and school spirit/climate.

**2.4 Offer a Jump Start Summer School Program (7)** - This was fully implemented. We were able to offer a program to students to promote the transition to junior high. There were no substantive differences in how this action was planned and implemented. Jump Start Summer School resulted in many of our 7th grade students attending and preparing for junior high. This action was a success based on feedback from 7th grade students regarding their interest in getting acclimated to the campus before school starts.

**2.5 Offer Coding Club at the elementary level (2-6)** - This was full implemented. We were able to offer a program to engage students in a high interest activity. All classes were filled and operated at maximum size. There were no substantive differences in how this action was planned and implemented. This action saw full classes on each campus and was a popular addition as feedback states from our parents and students. Additional classes were added when staffing was possible.

**2.6 Visual and Performing Arts -** This was fully implemented. We were able to offer elementary class productions in multiple grades on every campus as well as course offerings at the junior high. There were no substantive differences in how this action was planned and implemented. This action was considered a success in student engagement and parent participation.

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

Action 2.1: AVID tutoring costs were below budget due to periods of unfilled positions, program was fully implemented.

Action 2.5: After school CODE did not require as many staff to operate the program as originally expected.

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

**Action 2.1: AVID Program at the junior high level-** The AVID program demonstrates effectiveness in improving attendance and reducing chronic absenteeism. Metric M2.1 (School Absence Rate) shows improvement for All Students from 13.1 to 10.2 average days absent (-2.9 days), with English Learners improving from 11.6 to 9.7 days (-1.9 days), Socioeconomically Disadvantaged from 14.4 to 11.2 days (-3.2 days), and Foster Youth showing improvement from 12.5 to 5.6 days (-6.9 days). Metric M2.2 (Chronic Absenteeism District) improved for All Students from 27.5% to 16.5% (-11.0%), English Learners from 24.4% to 14.2% (-10.2%), Socioeconomically Disadvantaged from 34% to 20.6% (-13.4%), and Foster Youth from 21.9% to 12.5% (-9.4%). Metric M2.3 (Chronic Absenteeism School/Student Groups) shows Grace Yokley LTEL students at 26.1% as a new baseline as it is a new student group on the Dashboard. Metric M2.4 (Middle School Dropout Rate) maintained at 0%, meeting the target. Metric M2.7 (Chronic Absenteeism Junior High) shows Grace Yokley's All Students improved from 18.6% to 16.5% (-2.1%) and Socioeconomically Disadvantaged from 24.1% to 19.0% (-5.1%), though English Learners increased from 13.8% to 19.1% (+5.3%). The program effectively engages students and reduces absenteeism for most groups, though additional strategies may be needed to support English Learners and potentially LTELs at the junior high level.

**Action 2.2: High School Level Courses at the junior high level-** High school level courses show effectiveness across all metrics. Metric M2.1 (School Absence Rate) improved for All Students (-2.9 days), English Learners (-1.9 days), Socioeconomically Disadvantaged (-3.2 days), and Foster Youth (-6.9 days). Metric M2.2 (Chronic Absenteeism District) shows improvements for All Students (-11.0%), English Learners (-10.2%), Socioeconomically Disadvantaged (-13.4%), and Foster Youth (-9.4%). Metric M2.3 (Chronic Absenteeism School/Student Groups) shows Grace Yokley LTEL students at 26.1% as a new baseline as it is a new student group on the Dashboard. Metric M2.4 (Middle School Dropout Rate) remained at 0%. Metric M2.5 (Students enrolled in broad course of study) maintained at 100%, ensuring all students have access to rigorous coursework. Metric M2.7 (Chronic Absenteeism Junior High) shows Grace Yokley improvements for All Students (-2.1%) and Socioeconomically Disadvantaged (-5.1%), though English Learners increased (+5.3%). The challenging coursework effectively engages students and improves attendance, while maintaining full access to educational opportunities.

**Action 2.3: After school junior high sports program-** The sports program demonstrates effectiveness in improving attendance and engagement. Metric M2.1 (School Absence Rate) shows All Students improving from 13.1 to 10.2 average days absent (-2.9 days), with particularly strong results for Foster Youth improving from 12.5 to 5.6 days (-6.9 days). Metric M2.2 (Chronic Absenteeism District) improved dramatically across all groups: All Students from 27.5% to 16.5% (-11.0%), English Learners from 24.4% to 14.2% (-10.2%), Socioeconomically Disadvantaged from 34% to 20.6% (-13.4%), Foster Youth from 21.9% to 12.5% (-9.4%), and African American students improved from 37.1% to 24.0% (-13.1%). Metric M2.3 (Chronic Absenteeism School/Student Groups) shows Grace Yokley LTEL students at 26.1% as a new baseline as it is a new student group on the Dashboard. Metric M2.4 (Middle School Dropout Rate) maintained at 0%. Metric M2.7 (Chronic Absenteeism Junior High) shows Grace Yokley's All Students improved (-2.1%) and Socioeconomically Disadvantaged improved (-5.1%). The sports program effectively builds school connectedness and reduces chronic absenteeism across all student groups.

**Action 2.4: Jump Start Summer School-** Jump Start Summer School shows positive effectiveness in supporting student engagement. Metric M2.1 (School Absence Rate) demonstrates improvement for All Students (-2.9 days), English Learners (-1.9 days), Socioeconomically Disadvantaged (-3.2 days), and Foster Youth (-6.9 days). Metric M2.2 (Chronic Absenteeism District) shows reductions for All Students (-11.0%), English Learners (-10.2%), Socioeconomically Disadvantaged (-13.4%), and Foster Youth (-9.4%). Metric M2.3 (Chronic Absenteeism School/Student Groups) shows Grace Yokley LTEL students at 26.1% as a new baseline as it is a new student group on the Dashboard. Metric M2.4 (Middle School Dropout Rate) maintained at 0%. Metric M2.7 (Chronic Absenteeism Junior High) shows Grace Yokley improvements for All Students (-2.1%) and Socioeconomically Disadvantaged (-5.1%), though English Learners increased (+5.3%). The program effectively prepares students for junior high transition and contributes to improved attendance.

**Action 2.5: After school Coding Club at the elementary level-** Coding Club demonstrates strong effectiveness in improving elementary attendance. Metric M2.1 (School Absence Rate) shows improvement across all groups: All Students from 13.1 to 10.2 days (-2.9 days), English Learners from 11.6 to 9.7 days (-1.9 days), Socioeconomically Disadvantaged from 14.4 to 11.2 days (-3.2 days), and Foster Youth from 12.5 to 5.6 days (-6.9 days). Metric M2.2 (Chronic Absenteeism District) improved with All Students reducing from 27.5% to 16.5% (-11.0%), English Learners from 24.4% to 14.2% (-10.2%), Socioeconomically Disadvantaged from 34% to 20.6% (-13.4%), and Foster Youth from 21.9% to 12.5% (-9.4%). Metric M2.3 (Chronic Absenteeism School/Student Groups) shows improvements at elementary sites, with Creek View improving from 34.6% to 17.9% (-16.7%) and Ranch View from 29.8% to 23.7% (-6.1%). Multiple student groups showed improvements, including African American students at Creek View improving from 53.1% to 18.6% (-34.5%). The high-interest enrichment activity effectively engages elementary students and assists in reducing chronic absenteeism across all demographic groups.
**Action 2.6: Visual and Performing Arts Program-** The Visual and Performing Arts program demonstrates comprehensive effectiveness across all metrics. Metric M2.1 (School Absence Rate) shows improvement for All Students (-2.9 days), English Learners (-1.9 days), Socioeconomically Disadvantaged (-3.2 days), and Foster Youth (-6.9 days). Metric M2.2 (Chronic Absenteeism District) improved for All Students (-11.0%), English Learners (-10.2%), Socioeconomically Disadvantaged (-13.4%), Foster Youth (-9.4%), and notably for Homeless students from 41.1% to 35.2% (-5.9%). Metric M2.3 (Chronic Absenteeism School/Student Groups) shows improvements across all sites, with Creek View's multiple student groups showing dramatic reductions, including Hispanic students from 35.4% to 19.1% (-16.3%). Metric M2.5 (Students enrolled in broad course of study) maintained at 100%, ensuring universal access. Metric M2.6 (Visual and Performing Arts Program access) maintained at 100%, confirming all students have opportunities to participate. The arts program effectively engages diverse student populations, reduces chronic absenteeism, and ensures equitable access to enriching educational experiences for all students.

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

Long Term English Learner (LTEL) students were added to the metrics M2.2, M2.3, and M2.7 as a result of it being a new student group on the California Dashboard, and Mountain View identified for technical assistance. For M2.7, Chronic Absenteeism Rate - Junior High, the Target for Year 3 Outcome was added as the data was missing from the 2024-25 LCAP.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | AVID Program at the junior high level | The Educational Services Department will offer an Advancement Via Individual Determination (AVID) program principally directed to prepare our low-income, foster youth and English learners for college and post-secondary opportunities. The AVID program is an elective and | $30,716.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | participation is chosen by the student. This action will positively effect student engagement on campus, add a topic of high student interest and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3 M2.4, and M2.7. | | |
| **2.2** | High School Level Courses at the junior high level | The Educational Services Department in collaboration with Grace Yokley Junior High will offer high school level courses. This action will prepare our students for high school and also add campus interest to combat absenteeism. This action is principally directed low-income, foster youth and English learner students. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.4 M2.5, and M2.7. | $135,774.00 | Yes |
| **2.3** | After school junior high sports program | The Educational Services Department in collaboration with Grace Yokley Junior High will offer an after school sports program that is principally directed to engage our low-income, foster youth and English learners. The sports program will add student interest and engagement and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.4, and M2.7. | $69,937.00 | Yes |
| **2.4** | Jump Start Summer School | The Educational Services Department will offer a Summer School program to promote the transition to junior high. The program will allow students to get acclimated to the junior high campus in a reduced stress environment. The program is principally directed to engage our low-income, foster youth and English learners and will add to student connectedness and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3 M2.4, and M2.7. | $12,922.00 | No |
| **2.5** | After school Coding Club at the elementary level | The Educational Services Department will offer an after school Coding Club. This action will be principally directed to our low income, foster youth, and English learner students to increase student connectedness, student interest, and increase attendance. Progress monitoring for this action is measured by Metrics M2.1, M2.2, and M2.3. | $16,390.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.6** | Visual and Performing Arts Program | The Educational Services Department will provide Visual, Applied, and Performing Arts Programs. This action is principally directed to low income, foster youth, and English learners. The Visual Arts program will provide opportunities to expand their knowledge of visual arts as well as performing arts through class productions. The Visual Arts Program will add student interest and engagement and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.5, and M2.6. | $535,880.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Create conditions and a climate for a safe and exceptional learning environment. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This objective is derived from insights gathered through our Cal-SCHLS survey and data from the Parent Involvement Self-Reflection Tool, developed in collaboration with our educational partners. Aligned with the Conditions and Climate Indicator on the 2024 California Schools Dashboard, this goal establishes a direct link between the conditions and climate presented on the Dashboard and the corresponding metrics, services, and outcomes outlined in the LCAP by providing a high level of conditions of learning, while promoting parental involvement to create positive school climates on each of our campuses. Given the significant impact of conditions and climate on the learning environment and academic achievement—both top priorities for our district—we utilize a blend of state and local data as metrics to gauge growth. This alignment with the Dashboard not only underscores our commitment to state priorities but also enables staff and educational partners to track progress effectively.

Our local climate survey results are not available in a disaggregated format. We do have data that shows 84% of our 5th grade student report feeling safe, while 54% of our 7th grade students report feeling safe. Regarding participation of parents on campus, 95% of staff report that school is welcoming and facilitates parent involvement while 90% of parents report the school encourages participation. Our suspension rate for ALL students per the 2024 California Schools Dashboard for school year 2023-24 was 2.0%. In contrast, our suspension rates for English learners was 1.0%, low-income was 2.4%, and foster youth was 5.6%. This highlights the need to intervene in student outcomes for our low-income and foster youth. The metrics associated with this goal are strategically grouped to offer a comprehensive evaluation, indicating that the district actively engages all educational partners in creating conditions and a climate conducive to an exceptional learning environment. The corresponding actions are organized to provide diverse behavioral, environmental, and academic supports, addressing the individual needs and learning styles of students. The cumulative effect of these actions contributes to the establishment of an exceptional learning environment for all students.

Metric 3.3, school facilities in good repair, does not have a direct action supporting it. Mountain View School District recognizes the critical importance of maintaining school facilities in excellent condition to support student success. The district prioritizes safe, clean, and well-maintained learning environments, with current metrics indicating 100% compliance in this area.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Rate of Teacher Misassignment | Appropriately Assigned Teachers (CA School Dashboard 2023) - 96.9% | Appropriately Assigned Teachers (CA School Dashboard 2024) - 96.9% | | Appropriately Assigned Teachers - 100% | Appropriately Assigned Teachers - 0% difference |
| 3.2 | Every student has sufficient access to standards-aligned instructional materials | Students with access to standards-aligned instructional materials (CA School Dashboard 2023) - 100% | Students with access to standards-aligned instructional materials (CA School Dashboard 2024) - 100% | | Students with access to standards-aligned instructional materials - 100% | Students with access to standards-aligned instructional materials - 0% difference, maintained target |
| 3.3 | School facilities in good repair | Percent of schools in good repair (CA School Dashboard 2023) - 100% | Percent of schools in good repair (CA School Dashboard 2024) - 100% | | Percent of schools in good repair - 100% | Percent of schools in good repair - 0% difference, maintained target |
| 3.4 | Student Suspension Rate - District | Student Suspension Rate (CA School Dashboard 2023)<br><br>ALL 3.5% (Orange)<br>EL 2.4% (Orange)<br>SED 4.2% (Orange)<br>FY 22.9% (Red)<br>LTEL 1.7% (Green)<br>(2024 Dashboard)<br><br>AA 8.4% (Red) | Student Suspension Rate (CA School Dashboard 2024)<br><br>ALL 2.0% (Green)<br>EL 1.0% (Green)<br>SED 2.4% (Green)<br>FY 5.6% (Yellow)<br>LTEL 1.7% (Green)<br><br>AA 8.9% (Red) | | Student Suspension Rate<br><br>ALL 2%<br>EL 2%<br>SED 2%<br>FY 14%<br>LTEL 1%<br><br>AA 5% | Student Suspension Rate<br><br>ALL -1.5% difference<br>EL -1.4% difference<br>SED -1.8% difference<br>FY -17.3% difference<br>LTEL 0 difference (added 2024)<br><br>AA +.5% difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | Student Suspension Rate - School and Student Group | Student Suspension Rate (CA School Dashboard 2023)<br><br>Creek View<br>SED 3.3% (Red)<br><br>Mountain View<br>AA 7.9% (Red)<br><br>Ranch View<br>SED 3.6% (Red)<br>AA 6.3% (Red)<br><br>Grace Yokley<br>SWD 13.6% (Red)<br>AA 19.1% (Red) | Student Suspension Rate (CA School Dashboard 2024)<br><br>Creek View<br>SED 2.6% (Green)<br><br>Mountain View<br>AA 9.3% (Red)<br><br>Ranch View<br>SED 1.9% (Green)<br>AA 6.3% (Red)<br><br>Grace Yokley<br>SWD 6.3% (Green)<br>AA 13.3% (Orange) | | Student Suspension Rate<br><br>Creek View<br>SED 2.3%<br><br>Mountain View<br>AA 6%<br><br>Ranch View<br>SED 2.3%<br>AA 4%<br><br>Grace Yokley<br>SWD 10%<br>AA 14% | Student Suspension Rate<br><br>Creek View<br>SED -0.7% difference<br><br>Mountain View<br>AA +1.4% difference<br><br>Ranch View<br>SED -1.7% difference<br>AA 0% difference<br><br>Grace Yokley<br>SWD -7.3% difference<br>AA -5.8% difference |
| 3.6 | Student Expulsion Rate | Student expulsion rate (CDE Dataquest for school year 2023) - 0.1% | Student expulsion rate (CDE Dataquest for school year 2024) - 0.0% | | Student expulsion rate - 0% | Student expulsion rate -0.1% difference |
| 3.7 | Family Engagement Self-Reflection | Family Engagement Local Indicator Self-Reflection Tool (Spring 2024)<br>*Building Relationships (Average score of a 4)<br>*Building Partnerships | Family Engagement Local Indicator Self-Reflection Tool (Spring 2025)<br>*Building Relationships | | Family Engagement Local Indicator Self-Reflection Tool<br>*Building Relationships (Average score of | Family Engagement Local Indicator Self-Reflection Tool<br>*Building Relationships – 0% difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | for Student Outcomes (Average Score of 4.5)<br>*Seeking Input for Decision Making (Average Score of a 5) | (Average score of a 4)<br>*Building Partnerships for Student Outcomes (Average Score of 4.5)<br>*Seeking Input for Decision Making (Average Score of a 5) | | a 4)<br>*Building Partnerships for Student Outcomes (Average Score of 4)<br>*Seeking Input for Decision Making (Average Score of a 4) | *Building Partnerships for Student Outcomes – 0% difference<br>*Seeking Input for Decision Making (Average – 0% difference |
| 3.8 | Local School Climate Survey - Students | CalSCHLS Survey (February 2024)<br><br>Percentage of students completing survey-<br><br>5th grade: 65%<br><br>7th grade: 91%<br><br>Percentage of students that felt safe at school-<br><br>5th grade- 79%<br><br>7th grade- 54% | CalSCHLS Survey (February 2025)<br><br>Percentage of students completing survey-<br>5th grade: 75%<br>7th grade: 83%<br><br>Percentage of students that felt safe at school-<br>5th grade- 84%<br>7th grade- 54% | | CalSCHLS Survey<br><br>Percentage of students completing survey-<br>5th grade: 90%<br>7th grade: 90%<br><br>Percentage of students that felt safe at school-<br>5th grade- 90%<br>7th grade- 80% | CalSCHLS Survey<br><br>Percentage of students completing survey-<br>5th grade: 10% difference<br>7th grade: -8% difference<br><br>Percentage of students that felt safe at school-<br>5th grade- 5% difference<br>7th grade- 0% difference |
| 3.9 | Local School Climate Survey - Staff | CalSCHLS Survey (February 2024)<br><br>Percentage of staff reporting school safety: | CalSCHLS Survey (February 2025)<br><br>Percentage of staff reporting | | CalSCHLS Survey<br><br>Percentage of staff reporting school | CalSCHLS Survey<br><br>Percentage of staff reporting school safety: -6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 96%<br><br>Percentage of staff reporting school is welcoming to and facilitates parent involvement: 93% | school safety: 90%<br><br>Percentage of staff reporting school is welcoming to and facilitates parent involvement: 95% | | safety: 95%<br><br>Percentage of staff reporting school is welcoming to and facilitates parent involvement: 95% | difference<br><br>Percentage of staff reporting school is welcoming to and facilitates parent involvement: 2% difference |
| 3.10 | Local School Climate Survey - Parents | CalSCHLS Survey (February 2024)<br><br>Percentage of parents reporting school safety: 94%<br><br>Percentage of parents reporting school encourages participation of parents: 88% | CalSCHLS Survey (February 2025)<br><br>Percentage of parents reporting school safety: 93%<br><br>Percentage of parents reporting school encourages participation of parents: 90% | | CalSCHLS Survey<br><br>Percentage of parents reporting school safety: 95%<br><br>Percentage of parents reporting school encourages participation of parents: 93% | CalSCHLS Survey<br><br>Percentage of parents reporting school safety: -1% difference<br><br>Percentage of parents reporting school encourages participation of parents: 2% difference |

# Goal Analysis [2024-25]

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

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

**3.1 Provide Positive Behavior Intervention and Supports (PBIS)** - This action was fully implemented. PBIS is implemented in all existing campuses to provide evidence-based behavioral interventions to maximize academic and social behavior outcomes for our unduplicated students. There were no substantive differences in how this action was planned and implemented.

**3.2 Lower Class Sizes** - This action was fully implemented. Class sizes were maintained at an average of below 25 students for grades TK-3, and for Math 7-8 to better meet the social, academic, and developmental needs of our unduplicated students. There were no substantive differences in how this action was planned and implemented.

**3.3 Provide a District Counselor** - This action was fully implemented. The district counselor supported our unduplicated students. There were no substantive differences in how this action was planned and implemented.

**3.4 Provide paraeducators** - This action was fully implemented. The paraeducator positions supported the academic achievement and provided support to our unduplicated students. There were no substantive differences in how this action was planned and implemented.
**3.5 Provide library services** - This action was fully implemented. Library services were provided at each of our campuses to enhance instruction for our unduplicated students. There were no substantive differences in how this action was planned and implemented.
**3.6 Provide technology** - This action was fully implemented. Technological devices were maintained and additional devices were purchased as needed to ensure our unduplicated students have the resources to support academic achievement. Our network infrastructure was monitored and updated as needed. There were no substantive differences in how this action was planned and implemented.
**3.7 New Teacher Induction support** - This action was fully implemented. We provided a New Teacher Induction Program to support our new teachers with the transition to the classroom. There were no substantive differences in how this action was planned and implemented.

**3.8 Cultural Responsiveness Professional Staff Development -** This action was fully implemented. A Professional Development took place at the beginning of the school year to discuss cultural biases and bring cultural awareness to our staff. There were no substantive differences in how this action was planned and implemented.

**3.9 Parent Participation -** This action was fully implemented. The district and school sites presented multiple opportunities for parent participation as well as purchasing a software program to increase opportunities of communication. There were no substantive differences in how this action was planned and implemented.
All actions were implemented as planned and collectively led to the overall success improving outcomes. Specifically, our lower class sizes and PBIS supports have been implemented and supported fully and have been considered a success. A continued challenge, especially since the pandemic shutdown, is increasing parent participation at the district and school site levels. We experience high rates of participation in things like literacy nights and parent conferences, but sometimes struggle to experience substantial attendance at ELAC, DELAC or other parent committee meetings. Feedback provided to the district states that federal law enforcement actions have resulted in less parent engagement in school district events.

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

Action 3.2: Additional staff were required to maintain lower class sizes in grades TK-3.
Action 3.4: Paraeducator costs increased due to results of negotiations and additional needed staffing to fully implement goal 3.4.
Action 3.6: The cost of devices was lower than original budget due to favorable contract pricing through a piggy-backed contract.

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

**3.1 Provide Positive Behavior Intervention and Supports (PBIS)** - This action was effective and attributed to the reduction of suspension rates for many of our student groups. This included the reduction of suspension rate for All students (3.5% to 2.0%), English learners (2.4% to 1.0%), socio-economically disadvantaged (4.2% to 2.4%) and Foster Youth group (22.9% to 5.6%). This included school site student groups with the Very High (Red) performance indicator such as Creek View's socio-economically disadvantaged (3.3% to 2.6%), Ranch View's socio-economically disadvantaged (3.6% to 1.9%), Grace Yokley's Students with Disabilities group (13.6% to 6.3%) and Grace Yokley's African American group (19.1% to 13.3%). There were several areas where the suspension rate was not decreased this year and continued consistency of implementation is expected to improve the district-wide African American group (8.4% to 8.9%) as well as the African

American groups at Mountain View (7.9% to 9.3%) and Ranch View (6.3% to 6.3%). Additionally the percentage of students that report they feel safe at school increased for 5th graders (79% to 84%), while 7th grade students remained at 54%.

**3.2 Lower Class Sizes -** This action was effective in increasing the feeling of safety as reported by students, but did not show a reflection in what was reported by staff and parents. Students in 5th grade reported an increase in feeling safe at school (79% to 84%), where as our 7th grade students showed no change (54% to 54%). Our staff reported a decrease of school safety (96% to 90%) and parents showed a decrease (94% to 93%). When discussions arose after the release of the survey, feedback was provided that more reflected an impact of federal law enforcement events happening across Southern California more than reflective of actual campus events where the students themselves reported an increase. Although this action is also designed to improve academics and supports our academic goal, we believe this action first and foremost create a safe and exceptional environment.

**3.3 Provide a District Counselor and 3.4 Provide paraeducators-** This action was effective in providing support for students to create a safe and exceptional environment. This led to the maintenance or improvement in most metrics. This included the reduction of suspension rate for All students (3.5% to 2.0%), English learners (2.4% to 1.0%), socio-economically disadvantaged (4.2% to 2.4%) and Foster Youth group (22.9% to 5.6%). This included school site student groups with the Very High (Red) performance indicator such as Creek View's socio-economically disadvantaged (3.3% to 2.6%), Ranch View's socio-economically disadvantaged (3.6% to 1.9%), Grace Yokley's Students with Disabilities group (13.6% to 6.3%) and Grace Yokley's African American group (19.1% to 13.3%). There were several areas where the suspension rate was not decreased this year and continued consistency of implementation is expected to improve the district-wide African American group (8.4% to 8.9%) as well as the African American groups at Mountain View (7.9% to 9.3%) and Ranch View (6.3% to 6.3%). The student expulsion rate decreased from 0.1% to 0.0%. The Family Engagement Self-Reflection Tool rated the district at a consistent 4 out of 5 in the areas of Building Relationships (4), Building Partnerships for Student Outcomes (4.5), and Seeking Input for Decision Making (5). Additionally the percentage of students that report they feel safe at school increased for 5th graders (79% to 84%), while 7th grade students remained at 54%. Our staff reported a decrease of school safety (96% to 90%) and parents showed a decrease (94% to 93%).

**3.5 Provide library services -** This action was effective in providing an additional learning location that adds to campus connectedness and feeling of safety. Students in 5th grade reported an increase in feeling safe at school (79% to 84%), where as our 7th grade students showed no change (54% to 54%). Additionally, the 2024 CAASPP assessment results in ELA showed all students achieving -0.8 points Distance from Standard which maintained the same DFS from the 2023 Dashboard. The English learner students increased 1.1 points DFS (-22.7 to -21.6), socio-economically disadvantaged students decreased 1.5 points DFS (-17.2 to -18.7, foster youth decreased 11.2 points DFS (-80.6 to -91.8), and students with disabilities increased 4.1 points DFS (-94.6 to -90.5). For i-Ready Diagnostic Two in 2024-25, students showed 55% median growth in Reading. Although this growth rate is less than the previous year (61%), it exceeds the 45% growth rate expectation.

**3.6 Provide technology -** This action was effective in ensuring every student has access to standards-aligned instructional materials. The district maintains a rate of 100% of our students have access to standards-aligned instructional materials. Additionally, the 2024 CAASPP assessment results in ELA showed all students achieving -0.8 points Distance from Standard which maintained the same DFS from the 2023 Dashboard. The English learner students increased 1.1 points DFS (-22.7 to -21.6), socio-economically disadvantaged students decreased 1.5 points DFS (-17.2 to -18.7, foster youth decreased 11.2 points DFS (-80.6 to -91.8), and students with disabilities increased 4.1 points DFS (-94.6 to -90.5). In Mathematics, students scored -26.1points DFS in 2024. This is an increase from 2023 (-35.2 DFS) and is the highest DFS in Math that Mountain View has ever had. The English learner students increased 9.4 points DFS (-41 to -31.6), socio-economically disadvantaged students increased 10.7 points DFS (-54.9 to -44.2), foster youth decreased 15.1 points DFS (-104.4 to -119.5), and students with disabilities increased 3.9 points DFS (-119.8 to -115.9). The District's English Learner Progress Indicator on the California Schools Dashboard shows progress decreased from 58.3% in 2023 to 47.3% in 2024.

**3.7 New Teacher Induction support -** This action as effective in maintaining a high percentage of appropriately assigned teachers. The district did not see a change from the last two school years (96.9% to 96.9%), which we consider high, but still strive for a full 100%.

**3.8 Cultural Responsiveness Professional Staff Development -** This action was effective for most groups but feel was ineffective for the African American student group, which was one of the reasons this action was developed. This action attributed to the reduction of suspension rates for many of our student groups. This included the reduction of

suspension rate for All students (3.5% to 2.0%), English learners (2.4% to 1.0%), socio-economically disadvantaged (4.2% to 2.4%) and Foster Youth group (22.9% to 5.6%). This included school site student groups with the Very High (Red) performance indicator such as Creek View's socio-economically disadvantaged (3.3% to 2.6%), Ranch View's socio-economically disadvantaged (3.6% to 1.9%), Grace Yokley's Students with Disabilities group (13.6% to 6.3%) and Grace Yokley's African American group (19.1% to 13.3%). There were several areas where the suspension rate was not decreased this year and additional professional development is needed to improve the district-wide African American group (8.4% to 8.9%) as well as the African American groups at Mountain View (7.9% to 9.3%) and Ranch View (6.3% to 6.3%). Additionally the percentage of students that report they feel safe at school increased for 5th graders (79% to 84%), while 7th grade students remained at 54%.

**3.9 Parent Participation -** This action was effective in providing the feedback from our participating parents. The Family Engagement Self-Reflection Tool rated the district at a consistent 4 out of 5 in the areas of Building Relationships (4), Building Partnerships for Student Outcomes (4.5), and Seeking Input for Decision Making (5). Although the meetings all took place, and those participating feel that the district is consistent in reaching out to parents, the district would like to increase the number of parents who participate and will continue to seek methods to encourage parent participation.

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

1) Action 3.3 is changed to reflect the title change of one of the counselor positions. One of the two counselor positions has been elevated to a coordinator position to add additional job responsibilities, provide more oversight for absenteeism and suspension, and increase work days per year. 2) Long Term English Learner (LTEL) students were added to the metric M3.4 as a result of it being a new student group on the California Dashboard, and Mountain View identified for technical assistance. 3) Action 3.6 was changed to remove teacher devices from the list of technology.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Provide Positive Behavior Intervention and Supports (PBIS) | The Student Services Department will continue the use of Positive Behavior Interventions and Supports (PBIS) to provide evidence-based behavioral interventions to maximize academic and social behavior outcomes and is principally directed to our low-income, foster youth, and English learner students. Progress monitoring for this action will be measured by M3.4, M3.5, and M3.8. | $21,110.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.2** | Lower Class Sizes for Primary Grades and Junior High Math | The Personnel & Administrative Services Department will maintain lower class sizes for all students in grades TK-3 and Math 7-8 to increase the ability to meet the social, academic and developmental needs of our students and increase their feeling of safety. This action is principally directed to our low-income, foster youth and English learner students. Progress monitoring for this action will be measured by M3.8, M3.9, and M3.10. | $2,684,268.00 | Yes |
| **3.3** | Counseling Support (Coordinator) | The Educational Services Department will provide a Coordinator, Child Welfare and Attendance (TK-8) and a Counselor to provide social and emotional support to our students and is principally directed to low-income, foster youth and English learner students across the district. This includes reach out services and making sure students have resources and materials needed to fully engage in school. Progress monitoring for this action will be measured by M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, and M3.10.<br><br>This action is also tied to Goal 2 as both the Coordinator and the Counselor also support chronic absenteeism and assists the sites with student need identification, guidance, and strategies to support school attendance. | $364,510.00 | Yes |
| **3.4** | Paraeducator support | The Personnel & Administrative Services Department will provide paraeducators to support the academic achievement and social emotional connectedness of students and is principally directed to our low income, foster youth, and English learner students. This extra support will be adaptive based on the needs of the individual students but will provide direct curricular support, small group intervention within the class, and assistance with work completion. Progress monitoring for this action will be measured by Metric M3.4, M3.5, M3.6, M3.7, M3.8, M3.9 and M3.10.<br>This action also supports Goal 1 as paraeducators provide academic support. | $798,214.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.5** | Library Services | The Educational Services Department will provide Library services at all school sites to assist students with media resources to support standards-aligned materials and enhance the school environment with a campus location that is a safe and academically enriching learning location that adds to campus connectedness. This action also promotes student reading, specifically independent reading which benefits student's reading comprehension. This action is principally directed to our low-income, foster youth and English learner students. Progress monitoring for this action will be measured by M1.2, M1.8, and M3.8. | $225,660.00 | Yes |
| **3.6** | Technology (Devices and Support) | The Educational Services Department will maintain and/or increase the number of and access to technological devices to ensure students have the resources to be successful. This is principally directed to our low income, foster youth, and English learner students. This includes devices for student use, EdTech Specialists at each site, and hot spots for internet access for student home use as needed.<br>This creates a more rigorous and engaging learning experience for our students and supports student connectedness. Additionally, student devices are needed to support access to both core (digital textbooks) and supplemental curriculum (example- i-Ready Instruction) as well as English learner programs (example- Rosetta Stone). Progress monitoring for this action will be measured by Metric M1.2, M1.4, M1.6, and M3.2. | $579,273.00 | Yes |
| **3.7** | New Teacher Induction Support | The Personnel & Administrative Services Department will provide a New Teacher Induction Program (including mentor teachers, collaboration and observation time) to support our new teachers with the transition to the classroom, giving them the time, support and relationships they need to thrive. New Teacher Induction Programs provide a strong foundation and build the capacity of our teachers to meet the individual needs of our learners, especially our students and is principally directed to low-income, foster youth and English learner students. Progress monitoring for this | $78,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | action will be measured by Metric M3.1. | | |
| **3.8** | Cultural Responsiveness Professional Staff Development | The Educational Services Department will offer teachers staff development in the area of cultural responsiveness. This training will be provided by content experts to increase staff knowledge of cultural biases and misperceptions in order to better address the needs of underserved students. This training is designed to support our African American students, and increase our ability to respond to the chronic absenteeism and suspension rates. Additionally, it will provide support for our low-income, foster youth, and English learners, and provide strategies for building relationships for students who are students with disabilities, Hispanic, Filipino or homeless. The belief is that this action will also have an affect on chronic absenteeism and increase the connectedness of students, staff, and parents. Progress monitoring for this action will be measured by Metric M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, M3.10, M2.1 and M2.2. | $0.00 | No |
| **3.9** | Parent Participation | The district will facilitate district and school site events and meetings that will increase parent participation. The district and/or school sites will present multiple opportunities for parent participation and parental involvement. These meetings will include, but are not limited to the LCAP Community meetings, school site councils, English learner advisory councils, school site principal info meetings, back to school night, open house, and student performances at the large group setting. Additional small setting meetings for parents to discuss their individual students include parent conferences, 504 meetings, IEP (Individualized educational plan) meetings for students with disabilities, and MTSS (Multi-tiered system of support) meetings for students struggling in academics or behavior, and attendance meetings for families struggling with attendance rates. These events and meetings will look to increase parent participation while providing opportunities for parental input and strategizing support mechanisms and strategies. Additionally, parents are encouraged to become classroom volunteers and assist in chaperoning various field trips. Progress monitoring for this action will be measured by Metric M3.7. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$5,719,332.00 | $313,840.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 15.457% | 0.000% | $0.00 | 15.457% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| **1.1** | **Action:**<br>ELA Intervention During the School Day (Discovery Center for Grades 1-4)<br><br>**Need:**<br>The 2024 California School Dashboard reveals a disparity in English Language Arts (ELA) between All students (-0.8 DFS) and the district's English learners (-21.6 DFS), Socioeconomically Disadvantaged students (-18.7 DFS), and Foster Youth (-91.8 DFS). This | To improve ELA skills across grades 1–4, the district operates the Discovery Center intervention program during the school day, principally directed toward low-income, Foster Youth, and English Learner students. Students are identified for the program through the Multi-Tiered System of Supports (MTSS) process, based on teacher recommendations, i-Ready diagnostic results, and other performance data. Those selected receive daily, scheduled ELA instruction in smaller group settings, allowing for individualized support that | M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.10 i-Ready Diagnostic Annual Growth Rate (Discovery Center Intervention Students) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | disparity indicates a need for targeted intervention services to support these groups. The district has an ELA intervention program—called the Discovery Center—during the school day for grades 1–4. This action is designed to increase services by providing daily, structured ELA instruction in a smaller group setting, allowing for targeted support based on students' diagnostic data and identified needs through the MTSS process. The action is provided on a schoolwide basis but is principally directed toward low-income, English Learner, and foster youth students. The use of trained Teachers on Special Assignment (TOSAs) and paraeducators further enhances the support by modeling effective strategies and delivering personalized instruction. Educational partner feedback, including parent requests, confirms strong community support for this intervention.<br><br>**Scope:**<br>Schoolwide | targets specific skill gaps. Instruction is delivered by trained Teachers on Special Assignment (TOSAs) and paraeducators, who model effective instructional and classroom management strategies for teachers, thereby building site-level capacity to meet the needs of all learners.<br>The schoolwide delivery model ensures equitable access to intensive literacy support while integrating targeted students into the general education environment. This approach avoids isolating unduplicated student groups while still directing resources to those with the highest needs, as identified by CAASPP ELA results showing significant performance gaps between All Students and English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Providing services on a schoolwide basis also allows flexibility to address emerging needs during the school year and ensures that the benefits of high-quality literacy intervention extend across the learning community.<br><br>The continued implementation of the Multi-Tiered System of Supports (MTSS) helps to achieve positive academic and behavioral outcomes for students [Collaborative Academic, Social, and Emotional Learning (CASEL)]. | |
| **1.2** | **Action:**<br>ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8)<br><br>**Need:**<br>The 2024 California School Dashboard shows disparities in English Language Arts (ELA) | Grace Yokley Junior High will offer two dedicated periods of Language Arts Intervention (ELA Academy) for students in need of additional academic support, principally directed toward English Learners, Foster Youth, and low-income students. This program is designed to address the ELA performance gaps identified in the California School Dashboard by providing remediation and | M1.2 Student Performance on CAASPP ELA,<br><br>M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading, M1.12 Student Performance on CAASPP |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | performance between All students and key unduplicated student groups. Districtwide, All students scored -0.8 DFS, while English Learners scored -21.6 DFS, low-income students scored -18.7 DFS, and Foster youth scored -91.8 DFS. At the junior high level, while All students scored +6.4 DFS in ELA, English Learners scored -22.5 DFS and low-income students scored -13.9 DFS. Although Foster youth data at this level is not reportable due to small sample size, districtwide data suggest they remain an at-risk group. These results highlight opportunity gaps and underscore the need for increased academic services targeted toward English Learners, low-income students, and Foster youth. Educational partner input, including feedback from parents and students, further supports the need for expanded intervention programs, particularly those that provide in-school academic support for students struggling to meet grade-level ELA standards.<br>"Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each student. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]<br><br>**Scope:**<br>Schoolwide | targeted assistance with grade-level curriculum in smaller class settings. Students are identified through the most recent diagnostic assessments, teacher recommendations, and MTSS data, ensuring that services are directed to those with the greatest need.<br>ELA Academy classes are intentionally structured with smaller student-teacher ratios than regular classes, allowing for daily, scheduled instruction tailored to individual learning needs. Teachers use differentiated strategies, scaffolded instruction, and formative assessments to address specific literacy skill gaps, while also providing access to grade-level content. This action is provided on a schoolwide basis to integrate targeted students into the broader academic environment, reduce stigma, and allow for flexibility in responding to emerging needs during the school year. While all students may benefit from this model, it is principally designed to accelerate academic growth for English learners, Foster youth, and low-income students, closing the gap between their outcomes and those of the All Students group. | ELA and Math- Junior High |
| **1.3** | **Action:**<br>Math Intervention After School (Grades 2-6) | To address the Mathematics achievement gaps identified in the California School Dashboard between All Students and English learners, Foster | M1.4 Student Performance on CAASPP Math |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>The 2024 California School Dashboard reveals disparities in Mathematics achievement among English learners, low-income, and Foster youth. While All students scored -26.1 DFS on the CAASPP Mathematics assessment, English Learners scored -31.6 DFS, low-income students scored -44.2 DFS, and Foster Youth scored -119.5 DFS. These outcome gaps indicate that these student groups are not experiencing the same level of academic success as their peers and underscore the need for increased and targeted instructional support. To address these disparities, the district is prioritizing the implementation of math intervention programs designed to provide additional academic time and personalized support. Educational partner input, including parent and student feedback, further confirms the need for expanded services that support students struggling with grade-level mathematics content, particularly those from historically underserved populations.<br><br>**Scope:**<br>Schoolwide | youth, and low-income students, the district's elementary schools will provide after-school Math Intervention for students in grades 2–6. These sessions are designed to deliver targeted remediation and assistance with grade-level math content, focusing on the specific skills and concepts where students are underperforming. Students are identified for participation through the most recent diagnostic assessments, teacher recommendations, and MTSS data, ensuring that services are directed to those with the greatest academic need.<br>Instruction will be delivered in small group settings to allow for individualized attention, frequent progress monitoring, and the use of differentiated strategies to address skill gaps. While the program is available on a schoolwide basis to ensure equity of access and flexibility for addressing emerging needs, it is principally directed toward English learners, Foster youth, and low-income students, who are disproportionately represented among those performing below standard in mathematics. This model integrates targeted supports into a broader instructional framework, reducing stigma and fostering collaborative learning environments that benefit all participants.<br>*"Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each student. This personalized approach can lead to better academic outcomes."* [Personalize Learning, Bray.B and McClaskey K. 2013] | M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics |
| **1.4** | **Action:**<br>Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) | Grace Yokley Junior High will implement two dedicated periods of Mathematics Intervention, known as Math Academy, to address the | M1.4 Student Performance on CAASPP Math,<br>M1.9 i-Ready Winter |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>The 2024 California School Dashboard indicates disparities in Mathematics performance for English learners, low-income, and Foster youth. Districtwide, All students scored -26.1 DFS on the CAASPP Mathematics assessment, while English Learners scored -31.6 DFS, Socioeconomically Disadvantaged students scored -44.2 DFS, and Foster Youth scored -119.5 DFS. At the junior high level, outcomes were even more concerning: All students scored -34.0 DFS, English Learners scored -52.2 DFS, and Socioeconomically Disadvantaged students scored -57.6 DFS. While Foster Youth data was not reported due to small sample size, districtwide trends suggest they remain a high-need group. These results demonstrate a clear and persistent achievement gap that disproportionately affects English Learners, low-income students, and Foster Youth, highlighting the need for increased academic intervention. Educational partner feedback, including parent and student input, supports the need for targeted programs to provide in-school mathematics support for students who are not meeting grade-level standards.<br><br>**Scope:**<br>Schoolwide | performance gaps in Mathematics identified between All Students and English learners, Foster youth, and low-income students. The Math Academy provides targeted remediation and assistance with grade-level curriculum, with students selected for participation based on the most recent diagnostic assessment data, teacher recommendations, and MTSS team input. This ensures that the program is principally directed toward students with the greatest academic needs, particularly unduplicated student groups who are disproportionately represented among those performing below standard in math.<br>The Academy is structured with smaller class sizes than regular math classes, enabling teachers to provide individualized instruction, scaffold learning, and use targeted strategies to address specific skill deficits. Frequent progress monitoring and differentiated instructional approaches ensure that each student's unique needs are met. While the program is delivered on a schoolwide basis to allow equitable access, reduce stigma, and maintain flexibility in addressing emerging needs during the year, its design and resource allocation are principally focused on accelerating math achievement for English learners, Foster youth, and low-income students.<br>*"Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each student. This personalized approach can lead to better academic outcomes."* [Personalize Learning, Bray.B and McClaskey K. 2013] | Diagnostic Growth Rate Results for Mathematics, M1.12 Student Performance on CAASPP ELA and Math-Junior High |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| **1.8** | **Action:**<br>Educational Software Programs<br><br>**Need:**<br>The 2024 California School Dashboard reveals achievement gaps across multiple content areas for English learners, low-income students, and Foster youth. In English Language Arts (ELA), All students scored -0.8 DFS, while English Learners scored -21.6 DFS, low-income students scored -18.7 DFS, and Foster Youth scored -91.8 DFS. In Mathematics, All students scored -26.1 DFS, compared to -31.6 DFS for English Learners, -44.2 DFS for low-income students, and -119.5 DFS for Foster youth. On the California Science Test (CAST), All students scored -11.1 DFS, while English Learners scored -14.1 DFS and low-income students scored -14.3 DFS; results for Foster youth were not reported due to a small student group size. These outcomes demonstrate disparities in academic performance and highlight the need for increased, targeted support for English Learners, low-income students, and Foster Youth. Educational partner feedback, including input from teachers and students, confirms that technology-based instructional tools and supplemental programs have increased engagement and positively impacted student learning. These findings reinforce the need to expand access to such resources and interventions to close persistent opportunity gaps.<br><br>**Scope:** | To address achievement gaps in ELA, Mathematics, and Science identified on the 2024 California School Dashboard, the district will purchase and implement educational software programs such as i-Ready, Zingy Science, and BrainPOP. These programs are designed to provide targeted, standards-aligned instruction and practice that adapt to individual student needs, offering personalized pathways for English learners, Foster youth, and low-income students. The platforms include embedded assessments and progress monitoring tools, enabling teachers to identify specific skill deficits and adjust instruction accordingly.<br>By integrating these technology-based resources into daily instruction and intervention periods, the district can extend learning opportunities beyond the traditional classroom and increase engagement for students who have historically underperformed on state assessments. The use of research-proven programs ensures that interventions are evidence-based and capable of producing measurable gains in student achievement. While these programs will be available on a schoolwide basis to ensure equitable access and to avoid isolating targeted students, they are principally directed toward English learners, Foster youth, and low-income students, who disproportionately experience lower performance in all three content areas. Providing access LEA-wide ensures consistent implementation, uniform access to high-quality digital resources, and equitable opportunities for all students to benefit from data-driven, adaptive learning supports. | M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.4 CAASPP Math - District M1.5 CAASPP Math - School and Student Group, M1.11 CAST (California Science Test) - District 5th & 8th grade students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | LEA-wide | *"Research on i-Ready shows that it is an effective resource for accelerating student growth and progress toward reading proficiency, meeting Level 3 criteria for the Every Student Succeeds Act (ESSA)."* [Curriculum Associates, 2020] *"Research on BrainPOP shows that it meets ESSA Tier 2 requirements and is proven to raise academic achievement."* [BrainPOP Research & Efficacy, 2023] | |
| **1.10** | **Action:**<br>Professional Learning Communities<br><br>**Need:**<br>The 2024 California School Dashboard highlights achievement gaps in both English Language Arts (ELA) and Mathematics for English learners, low-income students, and Foster youth. In ELA, All students scored -0.8 DFS, while English Learners scored -21.6 DFS, low-income students scored -18.7 DFS, and Foster youth scored -91.8 DFS. In Mathematics, All students scored -26.1 DFS, with English Learners at -31.6 DFS, low-income students at -44.2 DFS, and Foster youth at -119.5 DFS. These data underscores disparities in academic performance that disproportionately impact English Learners, low-income students, and Foster Youth, and they point to a need for increased and targeted services to address the academic needs of these groups. Teachers and principals report that Professional Learning Communities (PLCs) have provided valuable time for educators to collaborate, analyze student data, and improve instructional strategies— | Professional Learning Communities (PLCs) provide structured, collaborative time for teachers to analyze student performance data, identify learning gaps, and design targeted instructional strategies that address the specific needs of English learners, Foster youth, and low-income students. By examining assessment results, sharing effective practices, and coordinating interventions, PLCs ensure that instructional decisions are data-driven and directly aligned to closing the achievement gaps highlighted in the California School Dashboard for both ELA and Mathematics. This systematic approach allows educators to respond more quickly and effectively to students who require additional support or enrichment, ensuring that unduplicated student groups receive timely, targeted interventions to improve academic outcomes.<br>The action is implemented on an LEA-wide basis to create consistent expectations for collaboration, data analysis, and instructional planning across all schools in the district. This uniform approach ensures that all teachers — regardless of site — are equipped with the same tools, processes, and support systems to serve students effectively. While PLCs benefit all students, the intentional | M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.4 CAASPP Math - District M1.5 CAASPP Math - School and Student Group; M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading; M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | supporting student achievement through more coordinated and responsive teaching practices. The ongoing implementation and enhancement of PLC structures are essential to sustaining improvements in outcomes for our highest-need student populations.<br><br>**Scope:**<br>LEA-wide | focus on analyzing subgroup data and planning specific interventions means the work is principally directed toward English learners, Foster youth, and low-income students, who have demonstrated the greatest need for academic growth.<br>*"Three Big Ideas that Drive the work of a PLC: The essence of the PLC process is captured in three big ideas: 1. The purpose of our school is to ensure that all students learn at high levels. 2. Helping all students learn requires a collaborative and collective effort. 3. To assess our effectiveness in helping all students learn we must focus on results — evidence of student learning — and use the results to inform and improve our professional practice and respond to students who need intervention or enrichment."*<br>*— Richard DuFour, Learning by Doing: A Handbook for Professional Learning Communities at Work* | |
| **1.12** | **Action:**<br>Homework Club After School (Grades 2-8)<br><br>**Need:**<br>The 2024 California School Dashboard reveals academic disparities for English learners, low-income, and Foster youth. In English Language Arts (ELA), All students scored -0.8 DFS, while English Learners scored -21.6 DFS. In Mathematics, All students scored -26.1 DFS, compared to -31.6 DFS for English Learners, -44.2 DFS for low-income students, and -119.5 DFS for Foster Youth—highlighting a pronounced and urgent need for increased academic support. Additionally, the English Learner Progress Indicator (ELPI) shows | To address the academic disparities identified in the California School Dashboard and ELPI data, the district will provide after-school Homework Clubs at both the elementary and junior high levels, principally directed toward English learners, Foster youth, and low-income students. At the elementary level, the program prioritizes English Learners with limited English proficiency, offering a structured environment where students can receive assistance from teachers to understand and complete assignments, reinforce concepts, and develop academic vocabulary. This targeted support addresses the needs of students who report not having someone at home available to help with homework, ensuring they can keep pace | M1.2 CAASPP ELA-District, , M1.4 CAASPP Math - District M1.6 English learners who make progress toward English proficiency M1.7 English learner reclassification rate, M1.12 Student Performance on CAASPP ELA and Math-Junior High |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | 47.3% of EL students are making expected progress, with Long-Term English Learners (LTELs) showing a slightly higher rate at 64.0%, indicating continued language acquisition challenges. The district's reclassification rate for 2023–24 was 7.2%, below the state target. These data points collectively demonstrate the need for increased and targeted services to support English Learners in both language development and academic achievement. Feedback from educational partners, particularly parents and students, underscores the importance of supplemental academic support such as Homework Club, especially for students lacking access to help at home.<br><br>**Scope:**<br>Schoolwide | with grade-level expectations in both ELA and mathematics.<br>At the junior high level, Homework Club operates on a drop-in model, maintaining accessibility to all students while ensuring intentional outreach to unduplicated student groups. Both levels operate with small group sizes, allowing for individualized guidance, concept clarification, and skill reinforcement aligned to student needs identified through the most recent diagnostic assessments and teacher recommendations.<br>This action is provided on an LEA-wide basis to ensure consistent access to academic support across all schools while maintaining flexibility to respond to site-specific needs. While the program benefits all participants, its design and focus are principally directed to accelerating progress for English learners, Foster youth, and low-income students, supporting higher reclassification rates, improved ELPI performance, and overall academic growth.<br>*"Small group instruction allows teachers to tailor their teaching methods to each student's learning style, interests, and skill level."* [The Advantages of Small Group Instruction in the Classroom, Torgerson, D. 2023] | |
| **1.14** | **Action:**<br>ELA Intervention After School (Grades 5 & 6)<br><br>**Need:**<br>The 2024 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS while English Learners scored -21.6 DFS. The outcomes on the CAASPP Mathematics for All students at -26.1 DFS while English Learners | To address the ELA and Mathematics performance disparities identified between All Students and English Learners on the California School Dashboard, the district's elementary schools will provide after-school ELA Intervention for students in grades 5–6. This program is principally directed toward English Learners, Foster Youth, and low-income students, providing remediation and targeted assistance with grade-level curriculum. Students are identified for | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | scored -31.6 DFS. This demonstrates disparity between the ALL students group and the EL student group, highlighting the need of increased services to be provided to respond to the needs of English learner students. Educational partner feedback and parent requests also indicate a need for the program.<br><br>**Scope:**<br>Schoolwide | participation using the most recent diagnostic assessment data, teacher recommendations, and MTSS team input, ensuring that those with the most urgent learning gaps receive priority access. The intervention is structured in small group settings to allow teachers to tailor instruction to the individual learning styles, interests, and skill levels of each student. This setting supports differentiated instruction, targeted feedback, and personalized learning strategies that directly address skill deficits, particularly in reading comprehension, writing, and academic language development for English learners.<br>While offered on a schoolwide basis to promote equitable access and avoid isolating targeted students, the program's design and resources are focused on closing the achievement gap for unduplicated student groups. The schoolwide delivery model also provides flexibility to serve students who may develop academic needs during the year and integrates targeted supports into a cohesive learning environment.<br>*"Small group instruction allows teachers to tailor their teaching methods to each student's learning style, interests, and skill level."* [The Advantages of Small Group Instruction in the Classroom, Torgerson, D. 2023] | |
| **2.1** | **Action:**<br>AVID Program at the junior high level<br><br>**Need:**<br>The 2024 CA School Dashboard shows that the Chronic Absenteeism rate for All Students is 16.5%, compared to 20.6% for low-income students. While Foster Youth (12.5%) and English Learners (14.2%) have achieved rates | The AVID program is an elective course designed to address the disparities in attendance and engagement identified in the California School Dashboard by providing students—principally low-income, English learners, and Foster youth—with targeted academic, social, and emotional support. AVID equips students with essential skills such as time management, organization, collaboration, and effective study strategies, which directly address | M2.1<br>School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.4 Middle School Dropout Rate; |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | lower than the All Students group, these levels still represent a need for continued targeted support, particularly for low-income students. At the junior high level (grades 7–8), Chronic Absenteeism for All Students is 9.2%, compared to 9.4% for English Learners and 11.5% for Socioeconomically Disadvantaged students, with Foster Youth too few in number to receive a performance indicator. School absence data shows a similar trend, with All Students averaging 10.2 days absent annually compared to 11.2 days for low-income students; Foster Youth averaged 5.6 days absent, while English Learners averaged 14.2 days. These disparities highlight the need for strategies that promote school engagement and consistent attendance for unduplicated student groups. The Advancement Via Individual Determination (AVID) program is designed to increase and improve services by providing rigorous, college-preparatory instruction, mentoring, and academic supports that foster a strong sense of belonging, goal-setting, and persistence in school. Principally directed to low-income, English learner, and Foster youth students, AVID addresses the identified need by equipping students with the skills, structure, and support networks necessary to remain engaged in school, thereby reducing absenteeism and improving long-term academic outcomes. Educational partner feedback confirms AVID's strong demand and effectiveness in motivating students and fostering a culture of achievement. | the barriers to consistent school attendance and academic persistence. These supports are particularly beneficial for unduplicated student groups, who often face additional challenges in accessing rigorous coursework and maintaining consistent engagement in school.<br>Research shows that students who participate in AVID have higher levels of school connectedness, improved attendance rates, and reduced chronic absenteeism. The program also builds long-term academic readiness, with participants demonstrating higher rates of completing college entrance requirements in high school and greater postsecondary acceptance.<br>This action is provided on a schoolwide basis at the junior high to ensure equitable access to the program, integrate targeted students into academically rigorous learning environments, and avoid isolating unduplicated student groups. A schoolwide delivery also allows for AVID strategies to influence instructional practices across content areas, benefiting the broader student population while maintaining a principal focus on meeting the needs of low-income students, English learners, and Foster youth.<br>*"AVID strategies help to improve executive function by giving students strategies for organizing and using information and are believed to contribute to a child's success by supporting the underlying processes required for learning."*<br>(Journal of Research in Childhood Education, Bagby, J. 2012) | M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>Schoolwide | | |
| **2.2** | **Action:**<br>High School Level Courses at the junior high level<br><br>**Need:**<br>The 2024 CA School Dashboard shows that the Chronic Absenteeism rate for All Students is 16.5%, compared to 20.6% for low-income students. While Foster Youth (12.5%) and English Learners (14.2%) have achieved rates lower than the All Students group, these levels still indicate a need for continued targeted support, particularly for low-income students. At the junior high level (grades 7–8), Chronic Absenteeism for All Students is 9.2%, compared to 9.4% for English Learners and 11.5% for Socioeconomically Disadvantaged students, with Foster Youth too few in number to receive a performance indicator. School absence data reflects similar patterns, with All Students averaging 10.2 days absent annually compared to 11.2 days for low-income students; Foster Youth averaged 5.6 days absent, while English Learners averaged 14.2 days. These trends highlight the need for programs that strengthen student engagement and reduce absences for unduplicated student groups. This action is designed to increase and improve services by providing targeted engagement opportunities, structured supports, and inclusive activities that foster belonging and sustained participation in | To address the chronic absenteeism and engagement disparities identified in the California School Dashboard, the junior high offers high school–level courses such as Spanish 1A & 1B and Integrated Mathematics 1, principally directed toward low-income students, English Learners, and Foster Youth. Providing these advanced academic opportunities allows unduplicated students to develop the skills, knowledge, and confidence needed to transition successfully into 9th grade, while also opening pathways to honors and advanced courses in high school. These opportunities help students see a clear, rigorous, and attainable academic future, which can improve motivation, increase daily attendance, and reduce chronic absenteeism.<br>Instruction in these courses integrates scaffolds and supports to ensure that unduplicated students can access challenging content while building foundational skills. Exposure to high school–level rigor in junior high also fosters higher expectations, resilience, and goal-setting, helping to narrow opportunity gaps that often emerge before high school.<br>This action is provided on a schoolwide basis to ensure equitable access to high-level coursework and to create an inclusive learning environment where targeted students learn alongside peers in rigorous academic settings. The schoolwide delivery allows teachers to integrate enrichment and acceleration strategies across the broader | M2.1 School Absence; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.4 Middle School Dropout Rate; M2.5 Student access and enrolled in broad course of study; M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | school. Principally directed to low-income, English learner, and Foster youth students, the program is informed by strong student feedback indicating its high value and positive impact on attendance and engagement.<br><br>**Scope:**<br>Schoolwide | curriculum, while the principal focus remains on providing unduplicated students with the preparation and access they need to achieve long-term academic success. | |
| **2.3** | **Action:**<br>After school junior high sports program<br><br>**Need:**<br>The 2024 CA School Dashboard shows that the Chronic Absenteeism rate for All Students is 16.5%, compared to 20.6% for low-income students. While Foster Youth (12.5%) and English learners (14.2%) performed better than the All Students group, these figures still point to the need for continued targeted supports, particularly for low-income students. At the junior high level (grades 7–8), Chronic Absenteeism for All Students is 9.2%, compared to 9.4% for English learners and 11.5% for low-income students, with Foster youth too few in number to generate a performance indicator. School absence rates mirror these patterns, with All Students averaging 10.2 days absent annually, compared to 11.2 days for low-income students; Foster youth averaged 5.6 days absent, while English Learners averaged 14.2 days. These trends underscore the importance of actions that promote school connectedness and sustained engagement for unduplicated | To address chronic absenteeism and promote school connectedness for unduplicated student groups, the junior high offers an after-school sports program, principally directed toward low-income students, English learners, and Foster youth. Participation in this program provides students with opportunities to develop athletic skills, self-confidence, teamwork, and leadership abilities, all of which contribute to a well-rounded educational experience. By engaging students in extracurricular activities, the program strengthens their connection to the school community, fosters pride in participation, and creates positive relationships with peers and staff.<br>The sports program directly impacts attendance by making good attendance a prerequisite for participation, while student feedback confirms that the desire to remain eligible for practices and games motivates them to avoid unnecessary absences. This dual impact—building social-emotional connections while setting clear attendance expectations—helps reduce chronic absenteeism, particularly for student groups who may otherwise have fewer opportunities for structured extracurricular involvement. | M2.1 School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.4 Middle School Dropout Rate; M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | student groups. This action increases and improves services by providing enriching opportunities and structured supports designed to strengthen student relationships with peers, staff, and the broader school community. Principally directed toward low-income, English learner, and Foster youth students, the program addresses barriers to consistent attendance and fosters a sense of belonging—an outcome reinforced by student feedback identifying this activity as a high-interest factor in their overall school experience.<br><br>**Scope:**<br>Schoolwide | The action is implemented on a schoolwide basis to ensure equitable access and to promote an inclusive school culture where targeted students participate alongside their peers. This integration reduces stigma, broadens the reach of the program's positive effects, and supports districtwide goals of improving attendance and engagement for all students, with a principal focus on meeting the needs of English learners, Foster youth, and low-income students. | |
| **2.5** | **Action:**<br>After school Coding Club at the elementary level<br><br>**Need:**<br>The 2024 CA School Dashboard shows that the Chronic Absenteeism rate for All Students is 16.5%, compared to 20.6% for low-income students. While Foster youth (12.5%) and English learners (14.2%) achieved better rates than the All Students group, the data still indicates a need for ongoing targeted interventions, particularly for low-income students. At the junior high level (grades 7–8), Chronic Absenteeism for All Students is 9.2%, compared to 9.4% for English learners and 11.5% for low-income students, with Foster youth too few in number to report a performance indicator. Absence rate data | To address attendance disparities and strengthen school connectedness for unduplicated student groups, the district will offer multiple Coding Clubs at each elementary school site. These clubs are principally directed toward low-income students, English learners, and Foster youth, many of whom lack the family resources to participate in fee-based enrichment activities such as community sports, scouting, or private lessons. Providing free, accessible enrichment opportunities like coding directly supports student engagement by sparking interest in STEM skills, fostering problem-solving abilities, and building confidence through mastery of new concepts.<br>Participation in Coding Clubs also promotes regular attendance, as students are motivated to come to school to take part in an activity they enjoy. This interest-driven engagement helps reduce chronic absenteeism while creating | M2.1 School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | follows a similar trend, with All Students averaging 10.2 days absent annually compared to 11.2 days for low-income students; Foster youth averaged 5.6 days absent, while English learners averaged 14.2 days. These patterns highlight the importance of actions that foster school connectedness, engagement, and consistent attendance for unduplicated student groups. This action is designed to increase and improve services by creating structured, inclusive opportunities that strengthen relationships, enhance school climate, and encourage active participation in school life. Principally directed toward low-income, English learner, and Foster youth students, the program directly addresses identified barriers to engagement, with students themselves identifying this activity as a high-interest factor that increases their sense of belonging.<br><br>**Scope:**<br>Schoolwide | opportunities for personal growth, collaboration, and leadership. By embedding the program into the school community, students develop stronger connections to peers and staff, which research shows is a key factor in improving attendance and academic performance.<br>This action is provided on a schoolwide basis to ensure equitable access and to promote an inclusive school culture, allowing unduplicated students to participate alongside their peers in a shared learning experience. While all students may benefit, the program's design intentionally removes barriers to participation for low-income, English learner, and Foster youth students, aligning with the district's goal of fostering belonging and sustained school engagement. | |
| **2.6** | **Action:**<br>Visual and Performing Arts Program<br><br>**Need:**<br>The 2024 CA School Dashboard shows that the Chronic Absenteeism rate for All Students is 16.5%, compared to 20.6% for low-income students. While Foster youth (12.5%) and English learners (14.2%) have achieved rates better than the All Students group, these results still point to a need for targeted support, particularly for low-income students. | To address the attendance and engagement disparities identified in the California School Dashboard, the district will provide a variety of Visual and Performing Arts (VAPA) offerings to all students, with a principal focus on benefiting low-income students, English learners, and Foster youth. Research supports the positive impact of arts education on academic achievement, language development, and student engagement, making it a particularly effective strategy for unduplicated student groups. By participating in arts programs, students develop creativity, | M2.1<br>School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.5 Student access and enrolled in broad course of study: M2.6 Visual and Performing Arts Program |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | At the junior high level (grades 7–8), Chronic Absenteeism for All Students is 9.2%, compared to 9.4% for English Learners and 11.5% for low-income students, with Foster youth too few in number to receive a performance indicator. Absence rates reflect a similar pattern, with All Students averaging 10.2 days absent annually, compared to 11.2 days for low-income students; Foster youth averaged 5.6 days absent, and English learners averaged 14.2 days. These patterns highlight the importance of programs that build student engagement, strengthen school connectedness, and encourage consistent attendance for unduplicated student groups. This action is designed to increase and improve services by providing structured opportunities for student involvement in school events and performances, which foster pride, teamwork, and community belonging. Principally directed toward low-income, English learner, and Foster youth students, the program has generated strong parental feedback, with families expressing high interest and appreciation for its positive impact on student motivation and school culture.<br><br>**Scope:**<br>Schoolwide | confidence, collaboration skills, and cultural appreciation—all of which contribute to stronger connections to school and improved motivation to attend regularly.<br>The program includes visual arts activities that incorporate age-appropriate materials and mediums such as paint, clay, and mixed media, fostering hands-on learning experiences that engage diverse learners. The performing arts component is organized by grade-level spans so that each student participates in at least three performances during their elementary school years. These structured opportunities help build a sense of pride, teamwork, and accomplishment, directly addressing the need for activities that strengthen student belonging and reduce chronic absenteeism.<br>This action is implemented on a schoolwide basis to ensure equitable access to arts education for all students, including those who may not otherwise have the opportunity to participate due to financial or logistical barriers. A schoolwide model fosters an inclusive school culture where students are fully integrated into enriching learning experiences alongside their peers, ensuring the benefits of the arts reach those who need them most. | |
| **3.1** | **Action:**<br>Provide Positive Behavior Intervention and Supports (PBIS)<br><br>**Need:** | Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented districtwide to provide an evidence-based, three-tiered framework that addresses the behavioral and social-emotional needs of students, with a | M3.4 Student Suspension rate - district; M3.5 Student Suspension rate - School and Student |

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| | The 2024 CA School Dashboard shows a suspension rate of 2.0% for All Students, compared to 2.4% for low-income students, 5.6% for Foster youth, and 1.0% for English learners. School climate survey data indicates that 84% of 5th grade students and 54% of 7th grade students report feeling safe on campus. While overall responses are generally positive, feedback from students—particularly at the junior high level—indicates a need to increase the consistent use of Positive Behavioral Interventions and Supports (PBIS) strategies to promote a safe and supportive learning environment. This action is designed to increase and improve services by strengthening PBIS implementation, providing targeted behavioral supports, and training staff to ensure consistent and proactive practices that foster respect, inclusion, and safety. Principally directed toward low-income, English Learner, and Foster Youth students, these enhancements aim to reduce suspension rates, improve perceptions of safety, and create equitable learning conditions across all campuses.<br><br>**Scope:**<br>LEA-wide | principal focus on reducing suspension rates and improving perceptions of safety for low-income students, English learners, and Foster youth. This structured approach integrates behavioral data, student support systems, and schoolwide practices to proactively prevent problem behaviors, promote positive interactions, and increase access to academic content for students who may otherwise be excluded from learning environments due to discipline issues.<br>PBIS strengthens school connectedness by clearly defining behavioral expectations, explicitly teaching and reinforcing positive behaviors, and providing tiered interventions for students who require additional support. These strategies directly address the disparities in suspension rates identified in the California School Dashboard and the student feedback indicating a need for greater consistency in behavioral supports, especially at the junior high level.<br>The action is implemented on an LEA-wide basis to ensure uniformity and consistency across all school sites, creating equitable learning conditions regardless of campus assignment. This districtwide approach also allows for shared training, common expectations, and coordinated data analysis, which enhance the effectiveness of PBIS and ensure that unduplicated student groups receive consistent, targeted support.<br>Findings indicate that PBIS is experimentally associated with a reduction in office discipline referrals (Bradshaw et al., 2010, 2012; Horner et al., 2009; Safran & Oswald, 2003), a reduction in out-of-school suspensions and expulsions (Bradshaw et al., 2010), and improved social-emotional competence (Bradshaw et al., 2012). | Group; M3.8 Local School Climate Survey - Students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| **3.2** | **Action:**<br>Lower Class Sizes for Primary Grades and Junior High Math<br><br>**Need:**<br>The Local School Climate Survey indicates that 84% of 5th grade students and 54% of 8th grade students report feeling safe at school, along with 90% of school staff and 93% of parents. While overall perceptions of safety are high among staff and parents, the lower safety ratings among middle school students highlight the need for strategies that foster a stronger sense of security and connectedness during this transitional period. Feedback from parents and teachers also reveals a strong desire for maintaining small class sizes, particularly in primary grades and in math classes at the junior high level, to enhance instructional quality and individual attention. This action is designed to increase and improve services by reducing class sizes to allow for more personalized instruction, stronger teacher-student relationships, and improved monitoring of student well-being. Principally directed toward low-income, English learner, and Foster youth students, this approach addresses identified needs by creating learning environments that are safer, more supportive, and more responsive to the diverse needs of all students.<br><br>**Scope:**<br>Schoolwide | Lower class sizes will be maintained in grades TK–3 and in Math 7–8 to better address the social, academic, and developmental needs of students, with a principal focus on low-income students, English learners, and Foster youth. Smaller class sizes provide a more personalized learning environment, allowing teachers to build stronger relationships with students, offer individualized feedback, and monitor academic and behavioral progress more closely. This directly supports the need identified in the Local School Climate Survey for strategies that foster a greater sense of safety and connectedness, particularly for middle school students.<br>In TK–3, reduced class sizes support foundational skill development in literacy, numeracy, and social-emotional learning, ensuring that unduplicated student groups receive targeted support early in their academic journey. In Math 7–8, smaller classes provide more opportunities for differentiated instruction, intervention, and active engagement, addressing both academic needs and the importance of creating a safe, supportive environment during the critical transition to high school.<br>This action is provided on an LEA-wide basis to ensure consistent access to the benefits of smaller class sizes across all eligible grades and school sites. The schoolwide model promotes equity by ensuring that unduplicated students are fully integrated into classrooms with lower student-to-teacher ratios, which research shows can lead to improved academic performance, increased engagement, and stronger feelings of safety at school. | M3.8 Local School Climate Survey - Students; M3.9 Local School Climate Survey - Staff; M3.10 Local School Climate Survey - Parents |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| **3.3** | **Action:**<br>Counseling Support (Coordinator)<br><br>**Need:**<br>The 2024 CA School Dashboard shows a suspension rate of 2.0% for All Students, compared to 2.4% for low-income students, 5.6% for Foster youth, and 1.0% for English learners. The Local School Climate Survey indicates that 84% of 5th grade students and 54% of 8th grade students report feeling safe at school, alongside 90% of staff and 93% of parents. While these results reflect generally positive perceptions, they also reveal a need for continued efforts to improve student safety and reduce disciplinary disparities, particularly for Foster youth and low-income students. Teachers and principals report that the presence of a counselor has contributed to favorable outcomes in student behavior, emotional well-being, and conflict resolution. This action is designed to increase and improve services by maintaining and enhancing access to counseling support, with a focus on fostering positive school climate, addressing social-emotional needs, and proactively preventing behavior issues. Principally directed toward low-income, English learner, and Foster youth students, the counselor's targeted interventions aim to reduce suspensions, improve feelings of safety, and support academic engagement for the students who need it most.<br><br>**Scope:** | The Coordinator and Counselor will provide ongoing monitoring of academic achievement, attendance, and behavior for students, with a principal focus on Foster youth, homeless students, English learners, and low-income students. This targeted support addresses the suspension rate disparities and safety concerns identified in the California School Dashboard and Local School Climate Survey by ensuring that students at greatest risk receive timely, individualized interventions. These services include direct outreach to students and families, analysis of attendance and discipline trends, and connection to community and district resources that address barriers to engagement and academic success.<br>By fostering stronger relationships with students and families, the Coordinator and Counselor increase students' connectedness to school, which research shows can lead to reduced suspension rates, improved attendance, and greater academic engagement. Proactive interventions also help to prevent behavioral incidents before they escalate, creating a safer and more supportive school climate for all students.<br>This action is provided on an LEA-wide basis to ensure consistency and equity in services across all schools in the district. A districtwide approach allows for the implementation of uniform monitoring protocols, equitable resource allocation, and the sharing of effective practices across sites, ensuring that students receive the same level of targeted support regardless of school placement. | M3.4 Student Suspension rate - district; M3.5 Student Suspension rate - School and Student Group; M3.6 Student Expulsion Rate; M3.7 Family Engagement Self-Reflection; M3.8 Local School Climate Survey - Students; M3.9 Local School Climate Survey - Staff; M3.10 Local School Climate Survey - Parents |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | LEA-wide | | |
| **3.4** | **Action:**<br>Paraeducator support<br><br>**Need:**<br>The 2024 CA School Dashboard reports a suspension rate of 2.0% for All Students, compared to 2.4% for low-income students, 5.6% for Foster youth, and 1.0% for English learners. The Local School Climate Survey shows that 84% of 5th grade students and 54% of 8th grade students feel safe at school, along with 90% of staff and 93% of parents. While these figures indicate generally positive outcomes, the lower safety perception among middle school students and the higher suspension rates for certain unduplicated student groups highlight the need for additional targeted supports. Teachers and students report that paraeducators provide valuable socio-emotional support and help strengthen students' sense of connection to school. This action is designed to increase and improve services by maintaining and expanding paraeducator support to work directly with students, offering individualized assistance, fostering positive relationships, and ensuring that students have access to caring adults throughout the school day. Principally directed toward low-income, English learner, and Foster youth students, these supports aim to improve school climate, increase student connectedness, and contribute to equitable behavioral and academic outcomes. | District paraeducators will provide multiple layers of support to students, with a principal focus on low-income students, English learners, and Foster youth. This support is socio-emotional in nature, offering students a trusted adult connection on campus, which research shows is critical to improving school connectedness and fostering a positive climate. Paraeducators also provide direct assistance to English learners through language development support, as well as in-class academic assistance that reinforces instruction, supports behavioral expectations, and helps reduce suspension rates.<br>These supports target the needs identified in the California School Dashboard and Local School Climate Survey by addressing both the academic and socio-emotional factors that influence student engagement and behavior. By building strong relationships, paraeducators contribute to safer, more inclusive learning environments, and by reinforcing classroom instruction, they help improve academic outcomes for unduplicated student groups.<br>This action is implemented on an LEA-wide basis to ensure uniformity and consistency of support across all school sites. A districtwide approach ensures that all students—particularly those in our English learner, low-income and Foster youth student groups—receive equitable access to trained paraeducators, allowing the district to maintain consistent expectations, aligned practices, and a coherent framework for providing socio-emotional and academic support. | M3.4 Student Suspension rate - district; M3.5 Student Suspension rate - School and Student Group; M3.6 Student Expulsion Rate; M3.7 Family Engagement Self-Reflection; M3.8 Local School Climate Survey - Students; M3.9 Local School Climate Survey - Staff; M3.10 Local School Climate Survey - Parents |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>LEA-wide | | |
| **3.5** | **Action:**<br>Library Services<br><br>**Need:**<br>Teacher and parent feedback indicates that many English learner and low-income students do not regularly visit the city library due to geographic and scheduling barriers. Teachers report that access to school libraries has significantly promoted student reading, while students themselves describe the library as a favored and welcoming place on campus. Parents value the accessibility and variety of books as an important resource for Foster youth, English learners, and low-income students. According to the 2024 CA School Dashboard, CAASPP English Language Arts (ELA) outcomes reveal an achievement gap between All Students, who scored -0.8 DFS, and unduplicated students: English learners scored -21.6 DFS, low-income students scored -18.7 DFS, and Foster youth scored -91.8 DFS. These results demonstrate a critical need for increased services that support literacy development for these student groups. This action is designed to increase and improve services by maintaining and enhancing school library access, ensuring that students have consistent exposure to diverse, high-quality reading materials that foster comprehension skills, academic vocabulary, and a love of reading. Principally directed | Library services provide an essential academic and social resource for Foster youth, English learners, and low-income students—student groups who often face unique challenges in accessing high-quality learning materials outside of school. These services directly address the ELA achievement gaps identified in the California School Dashboard by offering students consistent access to diverse, high-quality books, audiobooks, and digital resources that support various learning styles and meet targeted literacy goals. School libraries also provide a quiet, supportive, and safe space for students who may feel less comfortable in traditional classroom settings, allowing them to focus on reading, research, and skill development with guidance from library staff.<br>Library programs foster a love of reading, build research skills, and support the development of critical thinking—skills that are particularly important for unduplicated students who may have limited access to enrichment opportunities outside of school. The library also serves as a hub for school connectedness, offering a welcoming environment where students feel a sense of safety and belonging, which in turn contributes to improved attendance and engagement.<br>This action is implemented on an LEA-wide basis to ensure equitable access to literacy and research resources for all students, regardless of school site, while being principally directed toward English learners, low-income students, and Foster | M1.2 Student Performance on CAASPP ELA, M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading, M3.8 Local School Climate Survey - Students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | toward English learners, low-income students, and Foster youth, this service directly addresses the literacy gaps reflected in state assessment data and supports closing the achievement gap in ELA.<br><br>**Scope:**<br>LEA-wide | youth. Providing these services consistently across the district ensures that targeted student groups have equal opportunity to benefit from high-quality library resources, skilled staff support, and a safe, engaging learning environment.<br>*"School libraries play a critical role in closing the achievement gap for students who are economically disadvantaged or from minority backgrounds by providing access to resources that they may not have at home." — American Library Association* | |
| **3.6** | **Action:**<br>Technology (Devices and Support)<br><br>**Need:**<br>Parents, students, and teachers consistently emphasize the value of technology and Chromebooks in enhancing student learning, particularly for Foster youth, English learners, and low-income students. Educational partners have expressed concerns that many low-income households lack access to core and supplemental technology-based curriculum, limiting opportunities for independent practice and enrichment. This challenge is especially acute for newcomer English learners, who often have no access to technology at home, and for Foster youth and low-income students who cannot utilize supplemental learning software outside of school to reinforce academic skills. The 2024 CA School Dashboard underscores the urgency of this need, with CAASPP ELA results showing All Students at -0.8 DFS, compared to -21.6 DFS for English learners, -18.7 DFS for low-income students, and -91.8 | The district is committed to maintaining and expanding access to technological devices to ensure that all students—particularly low-income students, English learners, and Foster youth—have the resources necessary to support academic achievement. Providing 1:1 Chromebooks addresses the disparities identified in the California School Dashboard by giving unduplicated students equitable access to core and supplemental curriculum, enabling independent practice, language acquisition, and skill development both during and outside of the school day.<br>For elementary students, while devices are not typically taken home, Foster youth and English learners are given the opportunity to access programs such as Rosetta Stone and supplemental ELA and math resources during the school day. These targeted supports create a more rigorous and engaging learning experience for students who may otherwise lack access to technology and academic enrichment at home. At the secondary level, students benefit from having devices available for homework, research, and | M1.2 CAASPP ELA-District, , M1.4 CAASPP Math - District M1.6 English learners who make progress toward English proficiency, M3.2 Student Access to standards-aligned instructional materials |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | DFS for Foster youth. CAASPP Mathematics scores reveal even greater gaps: All Students scored -26.1 DFS, compared to -31.6 DFS for English learners, -44.2 DFS for low-income students, and -115.9 DFS for Foster youth. Additionally, the English Learner Proficiency Indicator (ELPI) for all English learners is 47.3%, with Long-Term English Learners (LTELs) at 64.0%, indicating that targeted support is needed to accelerate progress. This action is designed to increase and improve services by ensuring equitable access to technology devices and online learning platforms, expanding opportunities for practice, language acquisition, and skill-building beyond the classroom. Principally directed toward low-income, English learner, and Foster youth students, this strategy addresses both the digital access gap and the achievement disparities reflected in Dashboard data, supporting improved academic outcomes in both ELA and Mathematics.<br><br>**Scope:**<br>LEA-wide | communication with teachers, extending the reach of instructional support beyond the classroom.<br>By providing Chromebooks on an LEA-wide basis, the district ensures uniformity and consistency in resources across all school sites, eliminating inequities in access due to socioeconomic status. This approach guarantees that every student has the necessary tools to participate fully in digital learning, while maintaining a principal focus on the students who face the most significant barriers to academic success.<br>As the National Education Association notes, *"Equitable access to technology is essential for closing the achievement gap."* By bridging the digital divide, the district empowers all students—especially those in unduplicated student groups—with the tools they need to thrive academically, socially, and in preparation for future opportunities. | |
| **3.7** | **Action:**<br>New Teacher Induction Support<br><br>**Need:**<br>As the district grows and teachers retire, there is an ongoing need to hire new teachers annually. The community places high value on ensuring that newly hired educators are highly qualified, well-prepared, and equipped to meet | The New Teacher Induction Program supports newly hired educators with the transition to the classroom by providing them with the time, resources, and mentorship needed to thrive in their roles. Through comprehensive onboarding, structured mentoring, and targeted professional development, the program builds teacher capacity to deliver effective, evidence-based instruction | M3.1 Rate of Teacher Misassignment |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | the diverse needs of students, particularly those in unduplicated student groups. Teachers have expressed strong appreciation for this program, noting that it provides the highest level of professional support available and directly impacts their ability to deliver effective instruction. This action is designed to increase and improve services by offering comprehensive onboarding, mentoring, and targeted professional development for new teachers, ensuring they are equipped with the skills, strategies, and resources to support low-income students, English learners, and Foster youth. By investing in teacher preparedness, the district strengthens instructional quality, promotes equitable learning outcomes, and builds a stable, skilled workforce that can meet the needs of all students.<br><br>**Scope:**<br>LEA-wide | tailored to the diverse needs of students—particularly low-income students, English learners, and Foster youth. By focusing on instructional strategies that address both academic and social-emotional needs, the program ensures that new teachers are well-prepared to close achievement gaps and create inclusive, supportive classroom environments.<br>This action directly addresses the district's ongoing need to hire and retain highly qualified educators as the district grows and current staff retire. The intentional focus on preparing teachers to serve unduplicated student groups supports equitable learning outcomes and promotes consistent, high-quality instruction across the district.<br>The program is implemented on an LEA-wide basis to ensure that all new teachers—regardless of their school site—receive consistent training, mentorship, and support grounded in best practices. This districtwide approach fosters a shared professional culture, ensures alignment in instructional quality, and builds a stable, skilled workforce capable of meeting the needs of all students.<br>As the American Institutes for Research notes, *"In adult education, as with any other learning context, teaching does not occur in isolation; teachers operate in a broader educational and programmatic context that influences their abilities to implement evidence-based instruction and increase effectiveness. When teachers are provided with the encouragement and means to use instructional practices that are grounded in strong research, they become positioned to witness the evidence rooted in those practices.* | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | *When they consistently and purposefully ensure rigor and research-driven approaches in their instruction, they advance programmatic efforts to drive practice that is informed by data."* (AIR, 2015, p.3) | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| **1.6** | **Action:**<br>English Learner Support<br><br>**Need:**<br>The 2024 California School Dashboard shows significant disparities in academic outcomes between All Students and English learners. On the CAASPP English Language Arts (ELA) assessment, All Students scored -0.8 DFS, while English learners scored -21.6 DFS. In Mathematics, All Students scored -26.1 DFS, compared to -31.6 DFS for English learners. These gaps indicate the need for increased and targeted services to address the academic challenges faced by English learners. The Dashboard also reports that the English Learner Proficiency Indicator (ELPI) for all English learners is 47.3%, with Long-Term English Learners (LTELs) at 64.0%, and the district's 2023–24 reclassification rate at 7.2% per CDE DataQuest—figures that highlight the | To address the significant academic and language proficiency gaps identified for English learners and LTELs in the California School Dashboard, the district will provide one EL Coordinator at each school site to support teachers in delivering high-quality English Language Development (ELD) instruction, build language acquisition skills, and monitor the academic progress of English Learners and LTELs. The EL Coordinator will also administer the required state language assessments to determine eligibility for the EL program, track progress toward reclassification, and ensure compliance with state and federal requirements.<br>In addition, the district will provide paraeducators at school sites to work alongside teachers in supporting the academic program, reinforcing language skills, and assisting with the administration of the state language assessment. This targeted staffing model ensures that all English learners, including LTELs, receive daily, | M1.2 Student Performance on CAASPP ELA, M1.6 English learners who make progress towards proficiency based on the ELPAC (ELPI), M1.7 English Learner Reclassification Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | ongoing need to accelerate language development and academic achievement for this group. Teachers have identified English learner support as a top priority in staff surveys, further confirming the need for enhanced services. This action is designed to increase and improve services by providing targeted English language development supports, focused academic interventions, and resources that address both language acquisition and content mastery, ensuring English learners are better equipped to meet grade-level standards and progress toward reclassification.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | embedded language development support and have access to trained staff who can address their unique academic and linguistic needs.<br>To further enhance language acquisition and proficiency, the district will provide supplemental instructional software such as Rosetta Stone and other programs specifically designed to address the needs of newcomer students. These tools allow for differentiated, self-paced practice in both academic language and core content, extending learning opportunities beyond traditional classroom instruction. | |
| **1.15** | **Action:**<br>Curriculum support and training for ELs and LTELs (Long Term English Learners)<br><br>**Need:**<br>The 2024 California School Dashboard shows persistent achievement gaps between All Students and English learners. On the CAASPP English Language Arts (ELA) assessment, All Students scored -0.8 DFS, while English learners scored -21.6 DFS. In Mathematics, All Students scored -26.1 DFS, compared to -31.6 DFS for English learners. These disparities indicate the need for additional targeted services to address the academic needs of English learners. The English Learner Proficiency Indicator (ELPI) | To address the persistent achievement gaps of English learners and lower reclassification rates for Long-Term English Learners (LTELs) identified in the California School Dashboard and ELPI data, the district will expand the use of targeted instructional resources such as ELLevation Strategies. This platform provides research-based tools and strategies designed to meet the unique linguistic and academic needs of LTEL students, with a focus on improving academic vocabulary, reading comprehension, writing proficiency, and overall language development.<br>The district will also provide comprehensive professional development for teachers on how to access, integrate, and utilize these strategies and resources effectively. By building teacher capacity in targeted instructional methodology, the program | M1.2 Student Performance on CAASPP ELA, M1.6 English learners who make progress towards proficiency based on the ELPAC (ELPI), M1.7 English Learner Reclassification Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | reports that only 47.3% of English learners are making expected progress, with Long-Term English Learners (LTELs) at 64.0%, and the district's 2023–24 reclassification rate at 7.2% per CDE DataQuest—below the state target. These figures highlight ongoing challenges in advancing English learners, particularly LTELs, toward proficiency and reclassification. Teachers have expressed strong interest in expanding supports for LTEL students, confirming the need for services that focus on accelerating both language development and academic achievement. This action is designed to increase and improve services by providing targeted instructional support, interventions, and resources specifically tailored to the needs of LTEL students, ensuring they make accelerated progress toward meeting grade-level standards and achieving reclassification.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | ensures that classroom instruction is more responsive to the specific challenges faced by LTELs and other English learners. This enhanced instructional approach directly supports student progress toward meeting grade-level standards, accelerating language acquisition, and increasing reclassification rates. | |

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

Not Applicable.

## Additional Concentration Grant Funding

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

The District sites with over a 55 percent concentration of low income, foster youth, and English learners students are Creek View (68.9%), Mountain View (70.0%), Ranch View (61.5%), and Grace Yokley (67.2%). To increase the ratio of staff that provide direct services to students the District increased staffing levels at Mountain View, Creek View, and Ranch View elementary sites, sites with the highest concentration of students in need (Goal 3 Action 3.2). Additional staffing will be added as funds continue to increase to support the ratio of staff that provide direct services to students at the sites of need. (Goal 3 Actions 3.2 and 3.4). The District has one site with under a 55 percent concentration of low income, foster youth, and English learners students, which is Park View (41.0%).

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:26 | 1:22 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:23 | 1:20 |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $37,001,431.00 | $5,719,332.00 | 15.457% | 0.000% | 15.457% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $6,933,027.00 | $431,558.00 | $0.00 | $200,288.00 | $7,564,873.00 | $7,207,690.00 | $357,183.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | ELA Intervention During the School Day (Discovery Center for Grades 1-4) | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 1-4 | Ongoing | $449,042.00 | $0.00 | $312,502.00 | | | $136,540.00 | $449,042.00 | |
| 1 | 1.2 | ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8) | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Grace Yokley Jr. High | Ongoing | $44,824.00 | $0.00 | $44,824.00 | | | | $44,824.00 | |
| 1 | 1.3 | Math Intervention After School (Grades 2-6) | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 2-6 | Ongoing | $48,820.00 | $0.00 | $48,820.00 | | | | $48,820.00 | |
| 1 | 1.4 | Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Grace Yokley | Ongoing | $62,914.00 | $0.00 | $62,914.00 | | | | $62,914.00 | |
| 1 | 1.5 | NGSS Lab Supplies | All | No | | | All Schools | Ongoing | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.6 | English Learner Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $305,510.00 | $0.00 | $305,510.00 | | | | $305,510.00 | |
| 1 | 1.7 | English Language Arts and Mathematics Professional Staff Development | All | No | | | All Schools | Ongoing | $125,000.00 | $0.00 | | $75,000.00 | | $50,000.00 | $125,000.00 | |
| 1 | 1.8 | Educational Software Programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $12,654.00 | $12,654.00 | | | | $12,654.00 | |
| 1 | 1.9 | Collaboration Opportunities with other junior high schools and/or Colony High School | All | No | | | All Schools Specific Schools: Grace Yokley Junior High | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 1 | 1.10 | Professional Learning Communities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $154,030.00 | $0.00 | $154,030.00 | | | | $154,030.00 | |
| 1 | 1.11 | Paraeducator support for students with disabilties | Students with Disabilities | No | | | All Schools | Ongoing | $723,694.00 | $0.00 | $723,694.00 | | | | $723,694.00 | |
| 1 | 1.12 | Homework Club After School (Grades 2-8) | English Learners | Yes | School wide | English Learners | All Schools Grades 2-8 | Ongoing | $47,056.00 | $0.00 | $47,056.00 | | | | $47,056.00 | |
| 1 | 1.13 | Supplemental writing program (Grades K-6) | All | No | | | Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades K-6 | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1.14 | ELA Intervention After School (Grades 5 & 6) | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth | Specific Schools: Creek View, | Ongoing | $19,027.00 | $0.00 | $19,027.00 | | | | $19,027.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | Mountain View, Park View, Ranch View Grades 5-6 | | | | | | | | | |
| 1 | 1.15 | Curriculum support and training for ELs and LTELs (Long Term English Learners) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $13,848.00 | $0.00 | $100.00 | | | $13,748.00 | $13,848.00 | |
| 2 | 2.1 | AVID Program at the junior high level | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Grace Yokley | Ongoing | $17,716.00 | $13,000.00 | $30,716.00 | | | | $30,716.00 | |
| 2 | 2.2 | High School Level Courses at the junior high level | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Grace Yokley | Ongoing | $135,774.00 | $0.00 | $135,774.00 | | | | $135,774.00 | |
| 2 | 2.3 | After school junior high sports program | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Grace Yokley | Ongoing | $41,937.00 | $28,000.00 | $69,937.00 | | | | $69,937.00 | |
| 2 | 2.4 | Jump Start Summer School | All | No | | | | Ongoing | $12,922.00 | $0.00 | $12,922.00 | | | | $12,922.00 | |
| 2 | 2.5 | After school Coding Club at the elementary level | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View | Ongoing | $8,890.00 | $7,500.00 | $16,390.00 | | | | $16,390.00 | |
| 2 | 2.6 | Visual and Performing Arts Program | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $525,630.00 | $10,250.00 | $179,322.00 | $356,558.00 | | | $535,880.00 | |
| 3 | 3.1 | Provide Positive Behavior Intervention and Supports (PBIS) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $6,111.00 | $14,999.00 | $21,110.00 | | | | $21,110.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.2 | Lower Class Sizes for Primary Grades and Junior High Math | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>TK-3; 7,8 | Ongoing | $2,684,268.00 | $0.00 | $2,684,268.00 | | | | $2,684,268.00 | |
| 3 | 3.3 | Counseling Support (Coordinator) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $364,510.00 | $0.00 | $364,510.00 | | | | $364,510.00 | |
| 3 | 3.4 | Paraeducator support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $798,214.00 | $0.00 | $798,214.00 | | | | $798,214.00 | |
| 3 | 3.5 | Library Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $209,880.00 | $15,780.00 | $225,660.00 | | | | $225,660.00 | |
| 3 | 3.6 | Technology (Devices and Support) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $379,273.00 | $200,000.00 | $579,273.00 | | | | $579,273.00 | |
| 3 | 3.7 | New Teacher Induction Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $28,800.00 | $50,000.00 | $78,800.00 | | | | $78,800.00 | |
| 3 | 3.8 | Cultural Responsiveness Professional Staff Development | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.9 | Parent Participation | All | No | | | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $37,001,431.00 | $5,719,332.00 | 15.457% | 0.000% | 15.457% | $6,191,411.00 | 0.000% | 16.733 % | **Total:** | $6,191,411.00 |
| | | | | | | | | **LEA-wide Total:** | $2,234,251.00 |
| | | | | | | | | **Limited Total:** | $305,610.00 |
| | | | | | | | | **Schoolwide Total:** | $3,651,550.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | ELA Intervention During the School Day (Discovery Center for Grades 1-4) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View<br>Grades 1-4 | $312,502.00 | |
| 1 | 1.2 | ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grace Yokley Jr. High | $44,824.00 | |
| 1 | 1.3 | Math Intervention After School (Grades 2-6) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View<br>Grades 2-6 | $48,820.00 | |
| 1 | 1.4 | Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grace Yokley | $62,914.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.6 | English Learner Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $305,510.00 | |
| 1 | 1.8 | Educational Software Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $12,654.00 | |
| 1 | 1.10 | Professional Learning Communities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $154,030.00 | |
| 1 | 1.12 | Homework Club After School (Grades 2-8) | Yes | Schoolwide | English Learners | All Schools<br>Grades 2-8 | $47,056.00 | |
| 1 | 1.14 | ELA Intervention After School (Grades 5 & 6) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View<br>Grades 5-6 | $19,027.00 | |
| 1 | 1.15 | Curriculum support and training for ELs and LTELs (Long Term English Learners) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $100.00 | |
| 2 | 2.1 | AVID Program at the junior high level | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grace Yokley | $30,716.00 | |
| 2 | 2.2 | High School Level Courses at the junior high level | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grace Yokley | $135,774.00 | |
| 2 | 2.3 | After school junior high sports program | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grace Yokley | $69,937.00 | |
| 2 | 2.5 | After school Coding Club at the elementary level | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Creek View, Mountain View, Park View, Ranch View | $16,390.00 | |
| 2 | 2.6 | Visual and Performing Arts Program | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $179,322.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Provide Positive Behavior Intervention and Supports (PBIS) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $21,110.00 | |
| 3 | 3.2 | Lower Class Sizes for Primary Grades and Junior High Math | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>TK-3; 7,8 | $2,684,268.00 | |
| 3 | 3.3 | Counseling Support (Coordinator) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $364,510.00 | |
| 3 | 3.4 | Paraeducator support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $798,214.00 | |
| 3 | 3.5 | Library Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $225,660.00 | |
| 3 | 3.6 | Technology (Devices and Support) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $579,273.00 | |
| 3 | 3.7 | New Teacher Induction Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $78,800.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $7,569,066.00 | $8,345,452.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | ELA Intervention During the School Day (Discovery Center for Grades 1-4) | Yes | $711,795.00 | $684,375.00 |
| **1** | **1.2** | ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8) | Yes | $44,824.00 | $44,824.00 |
| **1** | **1.3** | Math Intervention After School (Grades 2-6) | Yes | $48,820.00 | $48,824.00 |
| **1** | **1.4** | Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) | Yes | $56,561.00 | $62,915.00 |
| **1** | **1.5** | NGSS Lab Supplies | No | $5,000.00 | $5,000.00 |
| **1** | **1.6** | English Learner Support | Yes | $302,590.00 | $349,386.00 |
| **1** | **1.7** | English Language Arts and Mathematics Professional Staff Development | No | $150,025.00 | $150,025.00 |
| **1** | **1.8** | Educational Software Programs | Yes | $12,654.00 | $12,654.00 |
| **1** | **1.9** | Collaboration Opportunities with other junior high schools and/or Colony High School | Yes | $1,000.00 | $0.00 |
| **1** | **1.10** | Professional Learning Communities | Yes | $151,016.00 | $153,081.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.11 | Paraeducator support for students with disabilties | No | $623,164.00 | $654,547.00 |
| 1 | 1.12 | Homework Club After School (Grades 2-8) | Yes | $47,056.00 | $45,080.00 |
| 1 | 1.13 | Supplemental writing program (Grades K-6) | Yes | $1,000.00 | $0.00 |
| 1 | 1.14 | ELA Intervention After School (Grades 5 & 6) | Yes | $48,280.00 | $19,027.00 |
| 1 | 1.15 | Curriculum support and training for ELs and LTELs (Long Term English Learners) | Yes | $60,364.00 | $60,364.00 |
| 2 | 2.1 | AVID Program at the junior high level | Yes | $48,214.00 | $30,340.00 |
| 2 | 2.2 | High School Level Courses at the junior high level | Yes | $135,774.00 | $135,774.00 |
| 2 | 2.3 | After school junior high sports program | Yes | $61,357.00 | $69,937.00 |
| 2 | 2.4 | Jump Start Summer School | No | $12,922.00 | $12,922.00 |
| 2 | 2.5 | After school Coding Club at the elementary level | Yes | $58,820.00 | $21,276.00 |
| 2 | 2.6 | Visual and Performing Arts Program | Yes | $588,005.00 | $583,973.00 |
| 3 | 3.1 | Provide Positive Behavior Intervention and Supports (PBIS) | Yes | $21,110.00 | $18,415.00 |
| 3 | 3.2 | Lower Class Sizes for Primary Grades and Junior High Math | Yes | $2,266,268.00 | $3,085,374.00 |
| 3 | 3.3 | Counseling Support | Yes | $360,179.00 | $353,940.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.4** | Paraeducator support | Yes | $558,122.00 | $600,710.00 |
| **3** | **3.5** | Library Services | Yes | $244,490.00 | $277,618.00 |
| **3** | **3.6** | Technology (Devices and Support) | Yes | $765,379.00 | $684,793.00 |
| **3** | **3.7** | New Teacher Induction Support | Yes | $78,800.00 | $74,801.00 |
| **3** | **3.8** | Cultural Responsiveness Professional Staff Development | No | $105,477.00 | $105,477.00 |
| **3** | **3.9** | Parent Participation | No | $0.00 | $0.00 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $5,232,358 | $6,203,431.00 | $6,948,466.00 | ($745,035.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | ELA Intervention During the School Day (Discovery Center for Grades 1-4) | Yes | $711,795.00 | $684,375.00 | | |
| 1 | 1.2 | ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8) | Yes | $44,824.00 | $44,824.00 | | |
| 1 | 1.3 | Math Intervention After School (Grades 2-6) | Yes | $48,820.00 | $44,824.00 | | |
| 1 | 1.4 | Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) | Yes | $56,561.00 | $62,915.00 | | |
| 1 | 1.6 | English Learner Support | Yes | $302,590.00 | $349,386.00 | | |
| 1 | 1.8 | Educational Software Programs | Yes | $12,654.00 | $12,654.00 | | |
| 1 | 1.9 | Collaboration Opportunities with other junior high schools and/or Colony High School | Yes | $1,000.00 | $0.00 | | |
| 1 | 1.10 | Professional Learning Communities | Yes | $151,016.00 | $153,081.00 | | |
| 1 | 1.12 | Homework Club After School (Grades 2-8) | Yes | $47,056.00 | $45,080.00 | | |
| 1 | 1.13 | Supplemental writing program (Grades K-6) | Yes | $1,000.00 | $0.00 | | |
| 1 | 1.14 | ELA Intervention After School (Grades 5 & 6) | Yes | $48,280.00 | $19,027.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.15 | Curriculum support and training for ELs and LTELs (Long Term English Learners) | Yes | $0.00 | $0 | | |
| 2 | 2.1 | AVID Program at the junior high level | Yes | $48,214.00 | $30,340.00 | | |
| 2 | 2.2 | High School Level Courses at the junior high level | Yes | $135,774.00 | $135,774.00 | | |
| 2 | 2.3 | After school junior high sports program | Yes | $61,357.00 | $69,937.00 | | |
| 2 | 2.5 | After school Coding Club at the elementary level | Yes | $58,820.00 | $21,276.00 | | |
| 2 | 2.6 | Visual and Performing Arts Program | Yes | $179,322.00 | $179,322 | | |
| 3 | 3.1 | Provide Positive Behavior Intervention and Supports (PBIS) | Yes | $21,110.00 | $18,415.00 | | |
| 3 | 3.2 | Lower Class Sizes for Primary Grades and Junior High Math | Yes | $2,266,268.00 | $3,085,374.00 | | |
| 3 | 3.3 | Counseling Support | Yes | $360,179.00 | $353,940.00 | | |
| 3 | 3.4 | Paraeducator support | Yes | $558,122.00 | $600,710.00 | | |
| 3 | 3.5 | Library Services | Yes | $244,490.00 | $277,618.00 | | |
| 3 | 3.6 | Technology (Devices and Support) | Yes | $765,379.00 | $684,793.00 | | |
| 3 | 3.7 | New Teacher Induction Support | Yes | $78,800.00 | $74,801.00 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $34,866,819 | $5,232,358 | 0% | 15.007% | $6,948,466.00 | 0.000% | 19.929% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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