LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2024-2025 | **2025-2026** | 2026-2027

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Board Adopted on June 26, 2025

CDS CODE: 36-67819-0000000
ELEMENTARY DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ontario-Montclair School District
CDS Code: 36 67819 0000000
School Year: 2025-26
LEA contact information:
Robert F. Gallagher
Assistant Superintendent, Learning & Teaching
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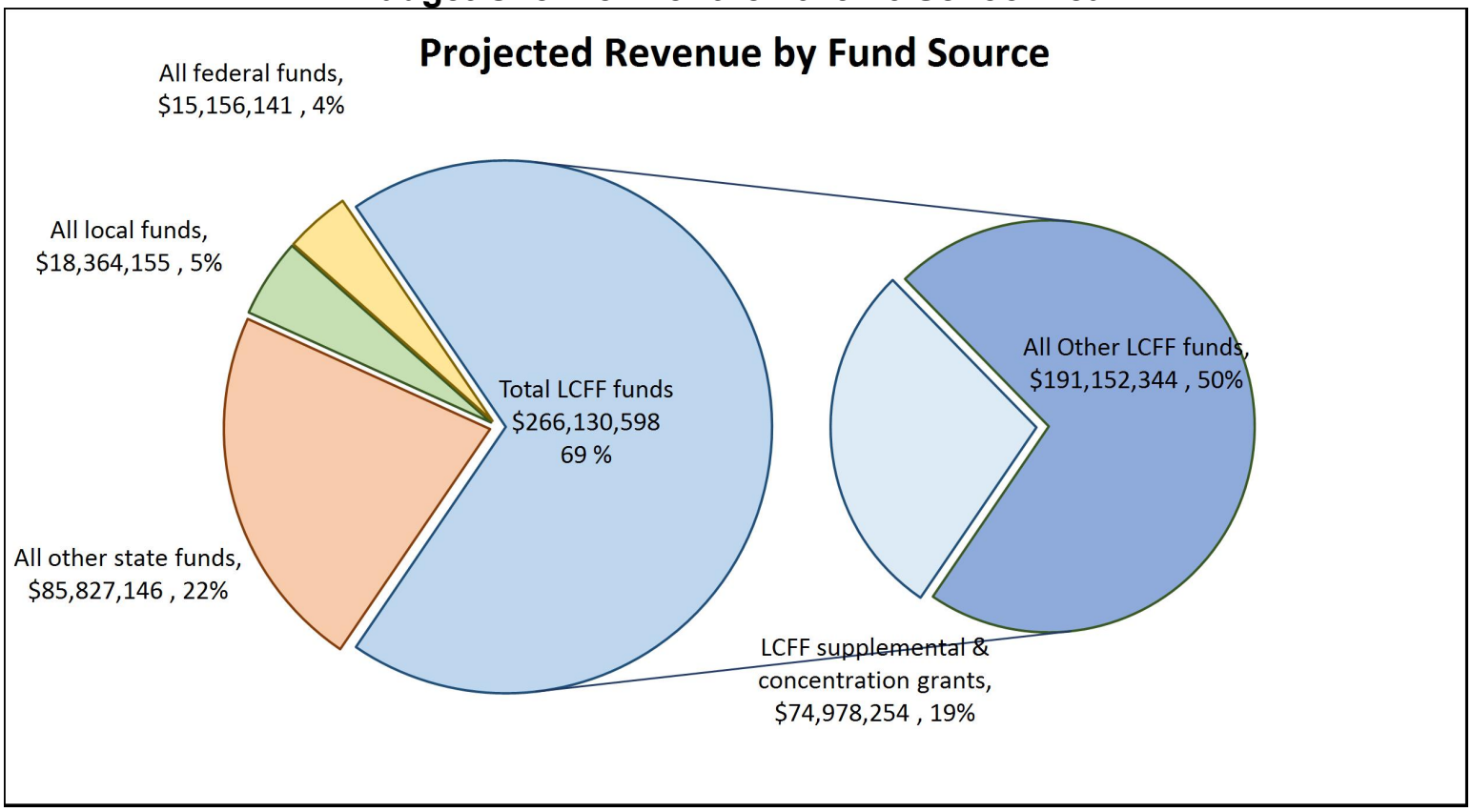
(909) 418-6436

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

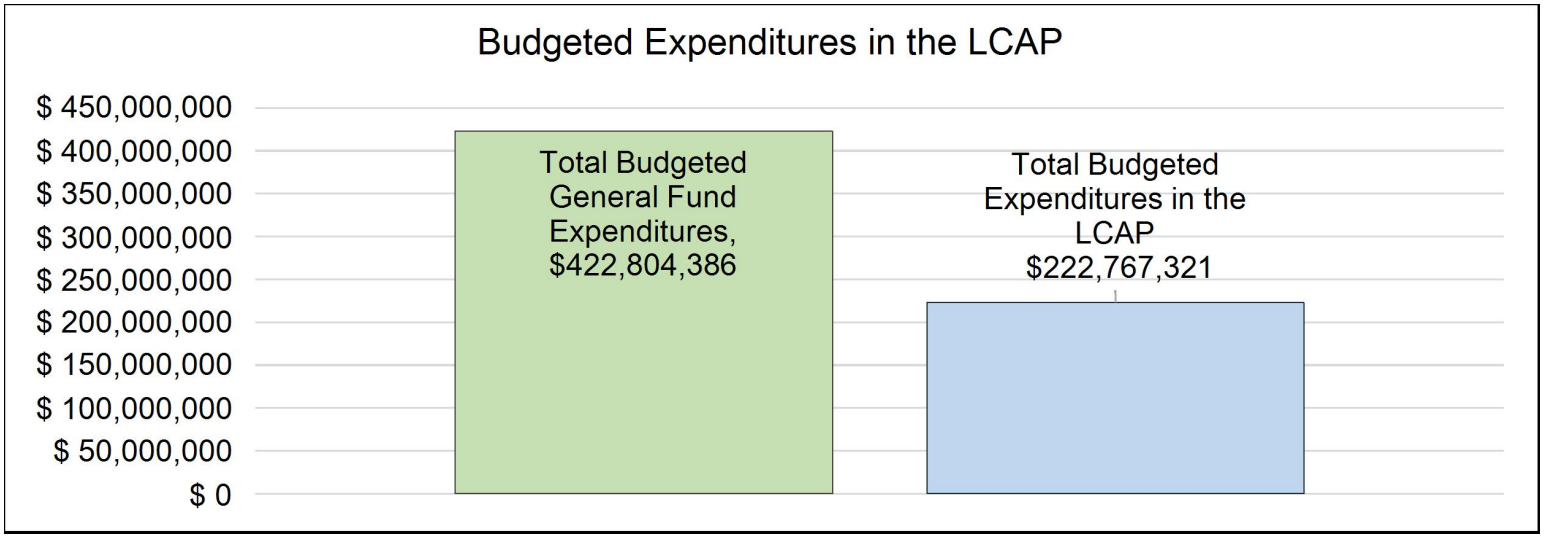


This chart shows the total general purpose revenue Ontario-Montclair School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ontario-Montclair School District is $385,478,040, of which $266,130,598 is Local Control Funding Formula (LCFF), $85,827,146 is other state funds, $18,364,155 is local funds, and $15,156,141 is federal funds. Of the $266,130,598 in LCFF Funds, $74,978,254 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 Ontario-Montclair 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: Ontario-Montclair School District plans to spend $422,804,386 for the 2025-26 school year. Of that amount, $222,767,321 is tied to actions/services in the LCAP and $200,037,065 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

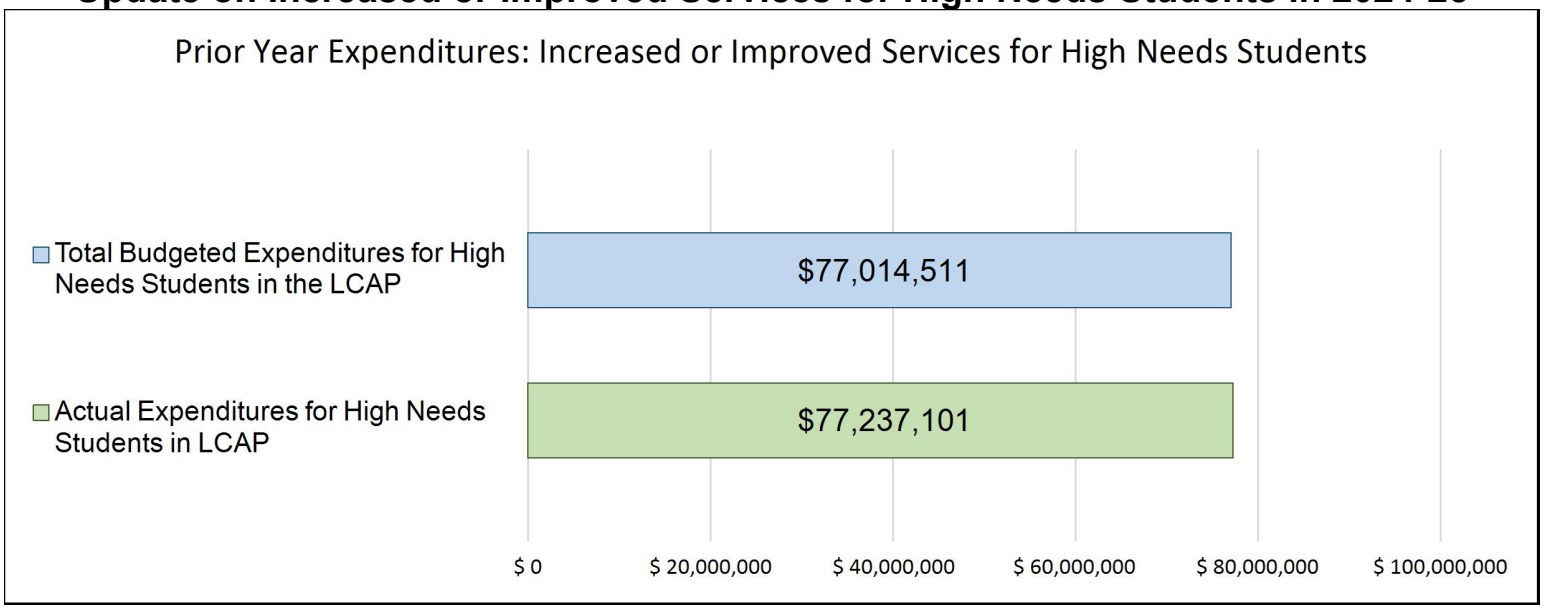
1. Salary and benefits for Certificated and Classified support staff, not included in the LCAP, to support operations, facilities, personnel, business, nutrition, health wellness, academic and social emotional support for students.
2. Facilities and Operations to enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, social emotional well-being, and instruction for learning that is not included in the LCAP.
3. Technology that is not included in the LCAP.
4. Electric, water, gas, and solar utility usage to maintain learning and work environment.
5. Educational Specialists, Certificated and Classified staff to engage students with special needs with academic and social-emotional supports that is not included in the LCAP.
6. Provide student access to standards based textbooks across content areas, intervention programs, and other supports that are not included in the LCAP.

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

In 2025-26, Ontario-Montclair School District is projecting it will receive $74,978,254 based on the enrollment of foster youth, English learner, and low-income students. Ontario-Montclair School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ontario-Montclair School District plans to spend $75,126,882 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 Ontario-Montclair 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 Ontario-Montclair 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, Ontario-Montclair School District's LCAP budgeted $77,014,511 for planned actions to increase or improve services for high needs students. Ontario-Montclair School District actually spent $77,237,101 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
Ontario-Montclair School District	Robert F. Gallagher Assistant Superintendent, Learning & Teaching	robert.gallagher@omsd.net (909) 418-6436

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 Ontario-Montclair School District (OMSD), founded in 1884, serves a 26 square-mile area which covers most of the city of Ontario, Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in California. OMSD and its community of families, students, and staff work to promote high academic expectations and student social-emotional health, wellbeing and diversity. In 2024-2025, the Ontario-Montclair School District 17,944 PreK-8 student population attended 22 elementary schools, 6 middle schools, 4 K-8 schools and 1 Online Academy. Included in the 33 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to become fully immersed in an enhanced specially designed course of study, and two alternative programs. Additionally, OMSD's was made up of 88.6% Hispanic or Latino, English learner 28%, 3.4% African American, 3% White, 2.6% Asian, .8% American Indian, .6% Filipino, .3% Pacific Islander, and .8% Two or More Races. Students who fall into the district's unduplicated student count include those who are socio-economically disadvantaged, English Learners, and Foster Youth. Of the 28% of English learners, 96.13% are Spanish speakers and the rest speak other languages. OMSD is a single-district SELPA with 14.6% of our students who have Special Needs. The Ontario-Montclair School District's Gifted and Talented Education program serves 12.49% of OMSD students districtwide. In 2024-2025 the District supported .5% students in the foster care system and 11.3% experiencing homelessness. Over the last two years the district has experienced a 4.8% decline in enrollment.

OMSD is proud to highlight three California Distinguished Schools, eleven Gold Ribbon Schools, International Baccalaureate (IB) Schools, nineteen Pivotal Practice Awardees, a GATE Magnet, a Science Magnet, Dual Language Academies in Spanish and Mandarin, Arts integrated Magnets at elementary and middle school, an Online Academy and AVID at elementary, and middle schools. The District offers courses and extra-curricular opportunities, in music and the arts at all grade levels, including orchestra at elementary and middle schools.

The District offers a wide variety of expanded learning opportunities and sporting activities for students as well. Many of our schools magnet and academy programs is uniquely designed to provide students with opportunities to immerse in a course of study matched to individual talents and interests.

The District employs dedicated certificated and classified staff to provide exemplary and innovative programs to prepare students for college and career. The District is committed to working collaboratively as educators, parents and community members to ensure our mission statement is realized. The Ontario-Montclair School District (OMSD) is committed to providing a world-class education to all students in safe, respectful, culturally responsive and welcoming environments that value and empower students, staff, and families to be successful in a dynamic global society by cultivating college, career, and community partnerships. Our LCAP goals, actions and aligned resources are informed through a very effective community engagement process designed to support our rich and diverse student groups. The diversity of our students, staff and community strengthen our commitment to providing high quality instruction that ensures equity and access to California Common Core State Standards, which promote students' critical thinking, discourse, collaboration, reading and writing to prepare students for their future. Teachers, staff, parents, administrators and the community are committed to mutual collaboration and support of data-driven, student-centered instruction guided by California's Multi-Tiered System of Support (MTSS) framework. The MTSS framework ensures tiered support, responsive to individual needs in academic, behavioral, and social-emotional learning are available to benefit all students.

OMSD has designed and implemented a comprehensive Expanded Learning Opportunities Program (ELOP) that includes Transitional Kinder (TK)-8th grade. Comprehensive planning for Universal Transitional Kindergarten (UTK) has allowed for TK age-eligibility expansion in 2024-2025. Instructional Assistants were hired to support TK classes to meet the student to staff ratios for UTK and to provide support for TK and Kindergarten students in the Expanded Learning Opportunities Program (ELOP). Expansion of TK will continue in the 2025-2026 school year with additional Instructional Assistants to support the TK student to staff ratio.

Online Academy has been identified as an Equity Multiplier site. In the 2025-2026 school year, Online Academy, serving student online, will receive Equity Multiplier funding for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate.

Reflections: Annual Performance

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

The 2023 California School Dashboard show that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Indicator:
English Language Arts (ELA): Students with Disabilities

Student Engagement: Chronic Absenteeism (Foster Youth, Homeless, and Pacific Islander)

School Sites-All Student Group showing lowest performance levels

Berlyn
Student Engagement: Chronic Absenteeism

Bon View
Student Engagement: Chronic Absenteeism

Edison
Student Engagement: Chronic Absenteeism

Elderberry
Student Engagement: Chronic Absenteeism

Lehigh
Student Engagement: Chronic Absenteeism

Lincoln
Student Engagement: Chronic Absenteeism

Montera
Student Engagement: Chronic Absenteeism

Ramona
Student Engagement: Chronic Absenteeism

Vineyard
Student Engagement: Chronic Absenteeism

Ray Wiltsey
Student Engagement: Chronic Absenteeism

Serrano
Student Engagement: Chronic Absenteeism

Vernon
Student Engagement: Chronic Absenteeism

Any student group within any school with lowest performance outcomes

Arroyo
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (English Learners, Students with Disabilities)
School Climate: Suspension Rate (Homeless)
Student Engagement: Chronic Absenteeism (English Learners, Homeless)

Berlyn
Academic Indicator: English Language Arts (English Learners)
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Bon View
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)
Student Engagement: Chronic Absenteeism (Homeless, Students with Disabilities)

Central Language Academy
Academic Indicator: Math (English Learners)

Del Norte
Academic Indicator: English Language Arts (Students with Disabilities) and Math (Students with Disabilities)
School Climate: Suspension Rate (African American)
Student Engagement: Chronic Absenteeism (Students with Disabilities)

Edison
Student Engagement: Chronic Absenteeism (Homeless, Socioeconomically Disadvantaged, Hispanic)

El Camino
Academic Indicator: English Language Arts (English Learners, Students with Disabilities)

Elderberry
Academic Indicator: English Language Arts (Students with Disabilities)
Student Engagement: Chronic Absenteeism (Homeless, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, African American)

Euclid
Academic Indicator: English Language Arts (English Learners) and Math (English Learners)
Student Engagement: Chronic Absenteeism (Homeless)

Hawthorne

Academic Indicator: English Language Arts (English Learners)

Lehigh
Academic Indicator: English Language Arts (English Learners, Students with Disabilities)
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic)

Lincoln
Academic Indicator: English Language Arts (Students with Disabilities)
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Mariposa
Academic Indicator: English Language Arts (Homeless)

Mission
Academic Indicator: English Language Arts (Students with Disabilities)

Montera
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged)

Ramona
Student Engagement: Chronic Absenteeism (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Richard Haynes
Student Engagement: Chronic Absenteeism (Homeless)

Vineyard
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)
Student Engagement: Chronic Absenteeism (English Learners, Socioeconomically Disadvantaged, Homeless, Students with Disabilities, Hispanic)

De Anza Middle
Academic Indicator: English Language Arts (Students with Disabilities)

Oaks Middle
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)

Ray Wiltsey Middle
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (English Learners, Homeless, Students with Disabilities)

School Climate: Suspension (African American)
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic)

Serrano Middle
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)
Student Engagement: Chronic Absenteeism (English Learners, Socioeconomically Disadvantaged, Hispanic)

Vernon Middle
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Vina Danks Middle
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Homeless, Socioeconomically Disadvantaged)

The Ontario-Montclair School District continues to focus on improving outcomes for all students by utilizing data-driven approaches and targeted support strategies. This years performance reflects progress in academic engagement, and conditions of learning for some student groups. Areas that we have experienced success and shown improvement on the 2024 California School Dashboard outcomes as well as with local data include a decrease in suspension rates for All students, Pacific Islander, African American, Long-Term English learners, Homeless, American Indian, Filipino, and Foster Youth from 2023-2024. In 2023 our All student group was at 1.6% suspension, Pacific Islanders 5.2% suspensions, African American 4.5% suspensions, Long-Term English learners 5% suspensions, Homeless 1.8% suspensions, American Indian 2.1% suspensions, Filipino 2.1% suspension, and Foster Youth 2.7% suspensions. In 2024 our suspension rates for All students decreased .4% suspension, Pacific Islanders decreased 2% suspensions, African American decreased .8% suspensions, Long-Term English Learners decreased 1.7% suspensions, Homeless decreased .8% suspensions, American Indian decreased .8% suspensions, Filipino decreased 1% suspension, and Foster Youth decreased 2.7% suspensions. In addition, our Chronic Absenteeism rates have decreased across our All student group from 23.2% chronically absent in 2023 to 16.3% chronically absent in 2024. The student groups with a greater than 10% decline in chronic absenteeism from 2023 to 2024 were Pacific Islander with a decrease of 12.7% chronically absent, American Indian decrease of 10.2% chronically absent, and Foster Youth decrease of 10.6% chronically absent. This success is attributed to the focus of site staff such as the Outreach Consultants, Site Outreach Assistants, Student mentors, and district counselors. The targeted staff have engaged with students and parents, identified reasons for absenteeism, and implemented individual plans and behavioral supports to address the needs of struggling students (Goal 3, Actions 3.6)

In our 2024 CA Dashboard academic indicators for English Language Arts (ELA) and Math show OMSD was able to maintain .8 points in ELA and increase 4.7 points in math from the 2023 CA Dashboard. While many of our student groups maintained ELA progress in 2024 CA Dashboard, English Learners increased 5.3 points in ELA , Long-Term English learners increased 4.6 points in ELA, Filipino increased 11.1 points in ELA, and the Two or More races student group increased 20.7 points in ELA. In math, our CA Dashboard saw an all student increase of 4.7 points in 2024. No student group was in the red performance level for math. The groups that experienced an increase in math in 2024 were Long-Term English learners 6.4 point increase in math, Students with Disabilities 3.3 point increase in math, English leaners

7.3 points increase in math, Hispanic 4.7 points increase in math, Socioeconomically Disadvantaged 4.7 points increase in math, White 5.8 points increase in math, Filipino 15.8 points increase in math, and Two or More races 15.3 points increase in math.

Our local i-Ready data that was implemented beginning in the 2020-2021 school year shows a decrease from 26% in 2024 to 25% in 2025 for students needing Tier 3 support in ELA and a decrease from 23% in 2024 to 22% in 2025 for students needing Tier 3 support in Math. Local i-Ready ELA for English Learners (ELs) was at 45% two or more grade levels below in 2024 and 44% two or more grade levels below in 2025. Local i-Ready Math for ELs in math, was 37% two or more grade levels below in 2024 and 36% two or more grade levels below in 2025. Local i-Ready ELA data for Low Income was at 28% two or more grade levels below in 2024 and 27% two or more grade levels below in 2025. Local i-Ready Math for Low Income students was 25% two or more grade levels below in 2024 and 23% two or more grade levels below in 2025. Finally, Local i-Ready ELA data for Students with Disabilities was at 56% two or more grade levels below in 2024 and 54% two or more grade levels below in 2025. Local i-Ready Math for Students with Disabilities was 53% two or more grade levels below in 2024 and 51% two or more grade levels below in 2025. By continuing to provide Multi-Tiered System of Supports (MTSS) training, tiered academic implementation, intervention, intervention resources and assessments, and expanded learning and intervention supports to students, will support the academic achievement of students (Goal 2, Actions 2.6, 2,7, and 2.12).

Learning Recover Emergency Block Grant (LREBG) Funds

Ontario-Montclair has $32,682,937 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years.

The district conducted a comprehensive needs assessment, utilizing the 2024 California School Dashboard data for English Language Arts (ELA), Math, and Chronic Absenteeism, as well as educational partner input and local assessments to identify critical areas of need. This thorough analysis informed the prioritization through seven strategic actions funded, in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional wellbeing of all students, with a particular focus on those who face the greatest challenges.

Goal 1, Action 2 (1.2): Additional Student Support

Partially funded by LREBG funds, this action aims to lower student-to-teacher ratios in targeted grade levels and teacher subject areas by providing designated intervention and coaching staff, enabling more individualized instruction, fostering improved classroom management, and promoting increased academic engagement and achievement. By providing additional certificated staff, sites can reduce class sizes and the teacher to student ratios throughout the day in small group and/or individualized student support, teachers can implement evidence-based instructional strategies that accelerate learning progress for all students, particularly those who have been disproportionately impacted by learning loss.

The National Bureau of Economic Research (NBER) 2023 research highlights that students in smaller classes show enhanced literacy and numeracy skills, higher levels of engagement, with notable gains among students from low-income backgrounds, www.nber.org. Additionally, the Learning Policy Institute (LPI) Report (2022) findings suggest that class size reductions have the most substantial effect when implemented in early grades (K-3), improving both academic and social-emotional outcomes. The LPI also notes that class size reductions help mitigate the impacts of trauma and learning disruptions caused by the pandemic, https://learningpolicyinstitute.org/. The National

Education Association (NEA) Survey (2023) noted that nine out of ten teachers reported that smaller class sizes enhance their ability to provide individualized instruction, classroom management, and targeted interventions, directly improving student engagement and comprehension, https://www.nea.org/nea-today.

This initiative prioritizes underrepresented student groups, ensuring that those who need additional academic support receive it through smaller, more focused learning environments. Research indicates that students from historically marginalized communities, English learners, and students with disabilities benefit the most from increased teacher interaction and individualized learning plans made possible by smaller class sizes.

By aligning with LREBG's goal of accelerating learning progress, this action directly responds to data-driven needs identified through the comprehensive needs assessment. Students in smaller classes demonstrate faster learning gains, leading to improved literacy, numeracy, and long-term academic success. This strategy is expected to result in measurable improvements in student achievement, ultimately fostering a more equitable and effective learning environment.

Goal 2, Action 3 and Goal 2, Action 7: Technology Integration and Intervention Resources & Assessment

Partially funded by LREBG funds, these action provides an opportunity to address learning loss and accelerate student achievement through the strategic integration of a dedicated district staff, educational technology learning platforms, and designated time for teachers to review student data and plan for best first instruction. By investing in these resources, the district can enhance individualized instruction, expand access to digital learning tools that are vital in today's 21st century learning, and ensure that students receive the necessary academic interventions to succeed.

Research consistently highlights the benefits of integrating digital tools to enhance instruction, personalize learning experiences, and provide real-time data to inform teaching practices. A 2023 meta-analysis from the American Educational Research Association (AERA) concluded that blended learning models, where students engage with both digital platforms and in-person instruction, improve student achievement by an average of 15% compared to traditional classroom instruction alone, https://journals.sagepub. The U.S. Department of Education's National Educational Technology Plan (2022) emphasizes that technology integration fosters student engagement, facilitates differentiated instruction, and supports accessibility for diverse learners, including English language learners, students with disabilities, and underrepresented student groups, https://tech.ed.gov/netp/.

This action is primarily focused on bridging the digital divide by ensuring equitable access to learning tools that support students most impacted by learning disruptions. Research indicates that technology-supported instruction is particularly beneficial for students from underrepresented backgrounds. The 2022 Pew Research Center study found that students from low-income households benefit significantly from school-provided technology, as it helps close opportunity gaps in digital learning access. A 2023 RAND Corporation study highlighted that personalized learning software accelerates academic progress for students who are behind grade level by adapting lessons to individual learning needs. By funding a district staff member and educational technology platforms, this initiative aligns with LREBG's mission to accelerate learning progress and provide personalized learning paths for students. By combining strong instructional support and technology-enhanced learning, the goal is to lead to measurable improvements in student achievement, directly addressing areas of need identified through the comprehensive needs assessment.

Goal 2, Action 5: Early Literacy PD & Support, TK-2nd Grade

Partially funded by LREBG funds, this action supports our effort to ensure that students develop strong literacy skills before third grade. Research consistently demonstrates that early literacy proficiency serves as a foundation for future academic success, with students who are proficient readers by third grade being significantly more likely to excel in later grades and graduate high school. The Learning Recovery Emergency Block Grant (LREBG) funds provide an essential opportunity to invest in Enhanced Core Reading Instruction materials, professional development for teachers, and added literacy authorizations to strengthen early literacy instruction.

Research highlights several key reasons for focusing on early literacy such as brain development and language acquisition. According to the National Institute of Child Health and Human Development (NICHD) and the National Reading Panel (2000), the brain develops foundational language and literacy skills in the early years, making targeted instruction in TK-2nd grade essential for long-term reading success. Additionally, the National Reading Panel (2000) emphasizes that before third grade, children are learning to read, but after third grade, they are expected to read to learn. Students who enter third grade without strong literacy skills often struggle across all subject areas, widening achievement gaps, www.nichd.nih.gov.

This action primarily focuses on effective early literacy instruction by providing teachers with high-quality instructional materials and professional development. Research from the Institute of Education Sciences (IES), emphasizes the importance of evidence-based reading programs such as systematic phonics-based programs significantly improve literacy outcomes in early learners. Additionally important is expanding teacher expertise by offering opportunities to expand teacher expertise with the Reading and Literacy added Authorization, which allows teachers to become literacy specialists. Research shows that teachers with specialized literacy training significantly improve student reading outcomes (Shanahan & Shanahan, 2020). Literacy specialists help implement evidence-based interventions, particularly for struggling readers (National Literacy Trust, 2023).

By targeting early literacy instruction, teacher training, and targeted interventions, this initiative aligns with LREBG′s mission to accelerate learning progress and address learning gaps caused by disruptions in education and/or gaps in learning. Research confirms that students who receive structured, research-backed literacy instruction in TK-2nd grade demonstrate stronger reading comprehension, higher academic performance in later grades, and increased long-term success. As a result, this action is expected to support schools in being better prepared to ensure that All students, especially those in underrepresented groups, achieve reading proficiency before third grade, setting the stage for academic success.

Goal 3, Action 1: MTSS SEL & Behavioral PD Implementation

Partially funded by the Learning Recovery Emergency Block Grant (LREBG), this action focuses on developing tiered processes and providing professional development in Social Emotional Learning (SEL), Trauma-Informed Care, Behavioral Strategies, and Suicide Prevention. The goal is to equip teachers and support staff with the skills to identify students in crisis and implement research-based practices such as Positive Behavior Interventions and Supports (PBIS), Restorative Circles, and Restorative Practices. These strategies aim to boost student engagement, cultivate a positive school culture, enhance school connectedness, improve attendance, and increase academic access. This action establishes systems and processes to ensure that all students' social-emotional and behavioral needs are met by daily interacting school staff. Behavior Intervention Specialists will expand PBIS programs, provide targeted coaching to staff, and facilitate restorative justice training. Research indicates that PBIS frameworks effectively reduce behavioral infractions, increase instructional

time, and improve overall school culture. For instance, the Center on PBIS highlights that implementing PBIS creates safe, positive, and equitable schools where every student feels valued and connected to the school community. www.pbis.org/pbis/why-implement-pbis?

Additionally, restorative practice programs have been shown to decrease suspension rates and improve relationships between students and staff, fostering a more inclusive and supportive school environment. A study by the Learning Policy Institute found that restorative practices can reduce misbehavior and discipline rates, bridge racial disparities, improve school climates, and deepen academic engagement. https://learningpolicyinstitute.org/product/impact-restorative-practices-report

By integrating student and staff supports, this initiative directly addresses increased attendance, decreased chronic absenteeism, and positively affects student engagement. It equips educators with the tools to implement trauma-informed behavioral strategies that benefit the entire school community. Aligned with the allowable uses of LREBG funds, Integrated Pupil & Staff Supports, this action responds to key needs identified in the comprehensive needs assessment, ensuring a holistic approach to student success. Expected outcomes include reduced suspension rates and disciplinary incidents, stronger socio-emotional well-being for students, and an improved overall school climate where students feel safe, supported, and engaged in their learning environments. Through the strategic use of LREBG funds, the district proactively addresses critical areas of need, anticipating significant gains in academic performance, socio-emotional development, and academic success, particularly for our most underserved students.

Goal 3, Action 6: School Climate and Student Engagement

Partially funded by LREBG funds, this initiative provides School Outreach Consultants (ORC) and School Family Outreach Assistants (SFOA) at designated school sites to deliver targeted mental health support services. These professionals will engage in one on one social and emotional support, lead small group interventions, and oversee schoolwide mental health initiatives to foster a supportive learning environment. By embedding comprehensive social-emotional and mental health supports within schools, this action aligns with the LREBG's allowable use of Integrated Pupil and Staff Supports, ensuring that both students and educators have access to essential resources for mental wellness.

Research highlights the strong connection between mental health, academic success, and student engagement. Studies indicate that students who receive school-based mental health support demonstrate improved behavior, higher engagement, and greater academic achievement. A 2023 study published in the Journal of School Psychology found that students who participated in school-based social-emotional and mental health services exhibited a 25% reduction in disciplinary incidents and an increase in overall academic performance compared to peers without access to such services. The American Psychological Association (APA) highlights that early intervention for anxiety, depression, and trauma significantly improves students' ability to focus, regulate emotions, and succeed in school settings, https://www.apa.org/education-career/k12/promoting-mental-health-academic-success.

A 2022 National Center for Education Statistics (NCES) report confirmed that schools implementing social-emotional learning (SEL) programs and trauma-informed practices saw a 15% improvement in student attendance and engagement, nces.ed.gov. By proactively addressing mental health concerns, this initiative enhances student well-being, reduces barriers to learning, and strengthens overall school climate, and thereby supporting increased attendance. To provide effective mental health and social-emotional supports, this action integrates ORC and SFOA capacity in evidence-based trauma-informed practices and SEL strategies.

ORCs and SFOAs will collaborate with school staff, families, and community mental health providers to establish a multi-tiered support system tailored to student needs. Research shows that family engagement in school-based mental health initiatives significantly enhances student outcomes. By integrating mental health support within the school setting, this initiative aligns with LREBG's mission to remove barriers to learning, support student well-being, and foster academic success. Research consistently demonstrates that when students feel emotionally supported and mentally well, they are more likely to attend school, engage in learning, and achieve higher academic success. With targeted mental health interventions and a strong network of support, this action ensures that students have the resources needed to thrive both academically and socially, ultimately contributing to a positive and engaging school community.
assessment, reinforcing a positive school climate and contributing to improved student outcomes both academically and socially.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
All Educational Partners	The district reached out to our community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2025-2026 LCAP development meeting dates through public communication methods, including the districtwide calling system, emails, flyers (placed throughout the community), electronic surveys, social media, district's communication platform, videos and OMSD Board public hearings.
All Educational Partners	Two LCAP surveys that opened from October 1, 2024-November 22, 2024 and January 24, 2025-February 28, 2025 was provided for educational partners via social media, the district's communication platform, videos, and emails. Additionally, the districtwide calling system was used to send an invitation to parents to complete the survey and information was provided how to access the survey. The survey gathered community input regarding views on school culture, school climate, school to home communication, quality of instruction, interventions provides for students, parent opportunities for input and decision making, and open opportunities to share on what to prioritize for their students' success.
Parents representing schools throughout the district: English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, African American, and GATE	LCAP Development meetings took place on January 28 (DELAC and DPAC), January 16 (GATE), February 11 (AAPAC), March 18 (SPED) and April 8 (DELAC and DPAC), bringing together educational partners from the community. These sessions were conducted in person and some meetings were also facilitated through Zoom to accommodate participants unable to attend in person. The agenda covered various aspects, including the district's mission and vision,

Educational Partner(s)	Process for Engagement
	LCFF funding, available resources, LCAP goals, planned actions, and the progress towards achieving these goals through metrics embedded within the LCAP. An overview of the 2024 California School Dashboard was presented to assist parents in navigating the site and interpreting the student outcomes on state indicators. Additionally, outcomes for English Language Arts and Math were provided and data pertaining to suspensions, expulsions, and chronic absenteeism were all made available to educational partner in attendance. Discussions took place to gather input as to what goals and actions should be maintained in the 2025-2026 LCAP, as well as. listening to our educational partners' concerns regarding the needs of their children and how the district can provide support.
Principals, teachers, support staff, classified staff, union Representatives, district administrators	LCAP Development meetings aimed to inform and gather input were conducted for site and district personnel through the month of January and February. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, and local data relevant to the 2024-2025 school year to include suspensions, expulsions, attendance, and chronic absenteeism were shared. Additionally, data pertaining to each school site was provided. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were provided via our i-Ready local assessment. Discussion groups were formed to determine which goals and actions were of highest priority and need in the 2025-2026 LCAP. Additionally, educational partners were provided an opportunity to express the successes and challenges they observed while working with students at the site they represented.
Students	Students were administered a survey on October 7-November 23, 2024 to gather input regarding school connectiveness, safety, climate, areas of concern, and areas of success. A 7th and 8th grade group of representatives from each of the 6 Comprehensive and 5 TK-8 Middle Schools, came together as part of the Middle School Congress LCAP Advisory group, to review LCAP goals and actions and to provide LCAP input and ideas around goals and actions that are important to them, at a meeting that was held on January 24, 2025. A student LCAP survey was opened to 7th and 8th graders on January 28, 2025-February 28, 2025 to gather input

Educational Partner(s)	Process for Engagement
	regarding their needs and priorities for their success. Additionally, two student representatives were a part of the District Parent Advisory Committee (DPAC) and attended LCAP Development meetings that took place on January 28 and April 8. The 2025-2026 LCAP draft was presented to the student representatives at the DPAC meeting held on May 13, 2025.
Parents, teachers, site administrators, district administrators, site staff, School Site Council members, students	Equity Multiplier School Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Online Academy was identified as Equity Multiplier school. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 CA School Dashboard. Meetings for Online Academy were held on February 20 And April 24, 2025 A needs assessment was conducted to determine strengths and weaknesses at the site and to assess if any resource inequalities were present. Educational partners at Online Academy were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal(s) should be included in the School Plan for Student Achievement (SPSA) and LCAP for the school site as it pertained to utilizing Equity Multiplier funding. The school Site Council at Online Academy School approved SPSA actions for utilizing Equity Multiplier funding on May 15, 2025. Through this process, Goal 5 and actions specific to this school have been added to the 2025-2026 LCAP to support student learning and promote a healthy school climate.
SELPA Consultation	The 2025-2026 LCAP draft was presented to the area SELPA Administrator on May 23, 2025.
District Parent Advisory Committee (PAC) District English Learner Advisory Committee (DELAC)	The 2025-2026 LCAP draft was presented to the DPAC and DELAC on May 13, 2025. As no comments were submitted from the PAC or DELAC, there was not a written response from the superintendent.

Educational Partner(s)	Process for Engagement
Governing Board Community Members	The 2025-2026 LCAP draft was posted publicly on the district website on June 2, 2025. The 2025-2026 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 5, 2025.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 20, 2025.
Governing Board Community Members	The 2025-2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 26, 2025.

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

The process of engaging with our educational partners in the development of the LCAP provided the district with input regarding the needs of our students. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in refinement and finalization of the LCAP, ensuring that it aligns with the needs of our community.

The goals and actions in the LCAP were highly influenced by the feedback from our educational partners. The input suggested a wide range of priorities for the upcoming school year to ensure student success. These include focusing on student outcomes, particularly for those with academic and social-emotional needs. The importance of extracurricular clubs, foundational skills in English Language Arts and Math were highlighted. Input also suggested prioritizing students who are struggling the most, particularly in English Language Arts and Math, and ensuring high academic standards, reducing class sizes, mental and social emotional health support (student wellbeing), and extra help for struggling readers. The need for a safe and equitable learning environment, new programs and strategies, and more engaging programs, and a call for more parent and community involvement were also emphasized.

Based on educational partner input, the major themes and ideas gathered as well as corresponding 2025-2026 LCAP actions include the following:

Goal 1: Appropriately credentialed teachers, highly qualified support staff and administrators, utilizing adopted instructional materials, equitable resources, and technology aligned to California State Standards, in safe, clean, and well-maintained facilities will be provided to ensure all students access educational and social-emotional programs.
Goal 2: All students will demonstrate growth towards meeting standards in English Language Arts (ELA) and Math, and English learners (ELs) demonstrate progress in developing English language proficiency by accessing an academic program that includes intervention and/or acceleration through a Multi-Tiered System of Supports aligned to the California State standards.

Goal 3: All students are provided equitable access to social-emotional and behavioral supports through the implementation of a Multi-Tiered System of Supports, including student social, emotional, and behavioral health and engagement with peers, families, staff, and the community, to increase instructional time through improved attendance and access to grade level instruction.
Goal 4: All schools will work together with educational partners to support student learning and well-being and nurture meaningful participation in student learning, promote college and career access, and enhance community partnerships.

LCAP Goal 1 focuses on providing students access to safe learning environment, educational and technology resources, materials, and implementation of State Standards. Educational partner feedback influenced the continued actions in this goal.

High Academic Standards and Supportive Environments

Actions Influenced: Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9
Source: Student & Adult Educational Partner Input, and LCAP Development Meetings
Summary: Educational partners, including students, teachers, and community members, emphasize the importance of maintaining high academic standards through targeted interventions and strategic resource allocation. Key priorities include reducing class sizes by ensuring students receive individual or small group academic support to successfully access English Language Arts (ELA), Math, and language development. Therefore, the District will continue to remove barriers such as transportation (Goal 1, Action 1.1), provide base and additional program staffing such as Intervention Teachers and Coaches to reduce the student to teacher ratios and help increase student performance in ELA, Math, and language development (Goal 1, Actions 1.2 and 1.4). In addition, providing sites with needed facility upgrades and visitor security management systems will ensure the continued health and safety of students, staff, and community (Goal 1, Action 1.8). Ensuring that teachers and students have the technology needed to impact students achievement (Goal 1, Action 1.3) and offering professional development for certificated and classified staff (Goal 1, Action 1.7 and 1.9) and hiring and retaining high quality staff (Goal 1, Action 1.5) to support implementation of high academic standards.

Academic and Targeted Student Support:

Actions Influenced: Goal 2, Actions 2.1, 2.2, 2.3, 2.4, 2.5 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12
Source: Educational Partner Input, LCAP Development Meetings, 2023 CA School Dashboard Analysis, Benchmark & ELPAC Data
Summary: Educational partners, including students, teachers, and educational partners, emphasize the need for early literacy and leveled supports to enhance student achievement. Input highlights the importance of strengthening foundational skills in English Language Arts and Math through targeted professional development, coaching, and research-based instructional strategies. LCAP Goal 2 is focused on student achievement through a Multi-Tiered System of Supports which includes professional development, coaching and resources (instructional and technology based) for instructional staff, monitoring of learning, specialized programs and courses that accelerate student learning (Goal 2, Actions 2.1, 2.2, 2.3, and 2.4). As a result from the input received from educational partners during LCAP development meetings and an analysis of the 2023 CA School Dashboard, interim benchmark and English Language Proficiency Assessment (ELPAC) data, several actions under Goal 2 contribute to the identified need. Input highlighted the importance of focusing on foundational skills in English Language Arts and Math and Goal 2 Action 2.5 focuses on early literacy PD and support. As well as providing targeted professional development and training to faculty and instructional staff around best-first instruction (research and evidence-based) will further support early literacy and support to struggling readers (Goal 2, Actions 2.2). Actions that focus on student outcomes with a focus on academic and social-emotional needs are included in Goal 2, Actions 2.6, 2.7, and 2.12. These actions will address students' individualized academic and

tiered needs through intervention and extended learning opportunities. In prioritizing students who are struggling in English Language Arts and Math, Goal 2, Actions 2.8, 2.9, and 2.10 provide resources and targeted supports designed for English learner, Long-Term English Learners and Newcomer students and Goal 2, Action 2.3 focus on technology integration across content areas to support an increase in ELA and Math achievement. By providing students with programs based on individual interests address the need to provide equitable environments and engaging programs. Goal 2, Actions 2.4 provides access to a broad course of study such as AVID, GATE, STEM, Performing Arts, Language Programs, International Baccalaureate, and college readiness and Goal 2, Action 2.11 ensures that programs are provided and designed to meet the individually identified instructional and learning needs of our Special Education students.

Collaborative and Engaging Learning Opportunities, Enrichment Programs and Extracurricular Opportunities:

Actions Influenced: Goal 3, Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 3.10
Source: Educational Partner Input, Student & Adult Educational Partner Feedback, LCAP Development Meetings
Summary: Educational partners, including students, teachers, and community members, stress the importance of student engagement and equitable access to social-emotional and behavioral programs. Input highlights the need for extracurricular clubs to foster student engagement, as well as expanded mental health and social-emotional support systems to enhance student well-being.

Providing tiered behavioral interventions, mentoring programs, and professional development on Social-Emotional Learning ensures that staff are equipped to address student needs effectively. Additionally, fostering culturally proficient and inclusive environments through diversity training and equitable learning practices will help create positive, caring, and welcoming school climates. These actions collectively aim to strengthen school connectedness, increase student attendance, and support overall academic and social success. LCAP Goal 3 is focused on student engagement and access to social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to support the individual needs of students. Addressing and responding to student engagement and the social-emotional needs of students and staff influence the continued actions in Goal 3. Input provided by adult educational partners and students expressed the need to offer expanded learning, extracurricular clubs, and sports for student engagement, mental and social emotional health support (student wellbeing), and equitable learning environments, Goal 3, Actions 3.6 and 3.7. Offering support programs such as interventions tied to social-emotional learning and behavior support, small groups student mentoring support are part of Goal 3, Action 3.2. By continuing professional development on Social-Emotional Learning, implementation of tiered behavioral practices and procedures, and monitoring of student social-emotional and basic needs to increase engagement, attendance and school connectedness will further prepare school staff to respond to students' social-emotional and behavioral needs and is part of Goal 3, Action 3.1, 3.2, and 3.3, 3.4, 3.5, and 3.6, and 3.8. Additionally, ensuring that schools provide positive, caring, safe, and welcoming environments are part of Goal 3, action 3.10. Creating a focus around cultural proficiency and training around diversity and inclusion will target the expressed need for equitable learning environments, Goal 3, Action 3.9.

Parent and Community Engagement:

Actions Influenced: Goal 4, Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Source: Educational Partner Input, LCAP Development Meetings, Parent & Community Surveys
Summary: Educational partners, including parents, students, and staff, emphasize the need for increased parent engagement to support student learning, well-being, and college and career readiness. Prioritized input highlights the importance of offering workshops and training opportunities for families of English Learners and Special Education students, focusing on academic development in English Language Arts

and Math, as well as social-emotional well-being. LCAP Goal 4 focuses on meaningful parent participation, decision making, supports to student learning and wellbeing, and college and career access. As a result of the input received from educational partners during LCAP development meetings and surveys, a call for more parent engagement was prioritized. The actions in Goal 4 aim to include parents as partners for improved student outcomes. Goal 4, Actions 4.1, 4.2, and 4.4 will offer parent workshops and trainings pertaining to English Learners and Special Education students such as ELA and Math academic workshops, and training around social emotional wellbeing, and opportunities to engage in district wide events to build capacity and community, and strategic partnerships for a college going culture (Action 4.5). Additionally, an increase in district communication and engaging families as partners and decision making is addressed in Goal 4, Action 4.3 and 4.6. Action 4.5.

Online Academy has been identified as an Equity Multiplier school. Educational partners met to develop a goal that has been included in the LCAP. The feedback highlighted a need to support the academic, social emotional needs of students, and attention to any socio-economic barriers that may impede the academic success of students. Additionally, academic support for students through tutoring, intervention in reading and math, and individualized help was also emphasized. In the 2024 CA school Dashboard, Online Academy scored -.8 points Distance from Standard (DFS) for All student group in ELA while Hispanic group was -4.4 points DFS. In Math, the All student group scored -17 DFS and the Hispanic student group scores -21.1 points DFS. In Academic Engagement for Chronic Absenteeism, All students were 5.4% chronically absent and Hispanic student group was at 6% chronically absent. To address these needs and continue to grow academically and decrease in Chronic Absenteeism, an additional intervention teacher will provide tiered supports to assist in the academic growth of students in ELA and Math. As well as additional intervention staff to provide integrated supports such as mental health and for the social emotional wellbeing of students to help increase positive relationships for students, school engagement, and connectedness (Goal 5, Actions 5.1 and 5.2).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Appropriately credentialed teachers, highly qualified support staff and administrators, utilizing adopted instructional materials, equitable resources, and technology aligned to California State Standards, in safe, clean, and well-maintained facilities will be provided to ensure all students access educational and social-emotional programs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through our educational partner engagement and data collection, the Ontario-Montclair School District identified the need of developing this Broad Goal to build upon the district's achievements in providing a high quality learning environment and equitable programs that ensure students' educational and social emotional needs are being met. Ensuring that every student benefits from qualified instruction, appropriate resources, and a safe environment conducive to learning is central to our commitment to equity and excellence in education. Safe and clean facilities ensure students are able to access the learning environment. Highly-qualified and trained teachers, utilizing state adopted standards and curricular materials are necessary to improve student outcomes.

By aligning actions with measurable outcomes, the district aims to adhere to the high standards expected by educational partners and the district as a whole. By monitoring teacher assignments, instructional materials, and school facilities, the district commits to providing a secure and healthy atmosphere conducive to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (FIT)	2023 FIT Tool 0% Extreme Deficiencies	2024 FIT Tool 0% Extreme Deficiencies		Facilities Inspection Tool (FIT)	FIT Tool 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					0% Extreme Deficiencies	
1.2	Mis-Assign Report Source: California Statewide Assignment Accountability System (CAL SAAS)	2024 Mis-Assignment Report 0.6% Teachers Mis-Assigned	2025 Mis-Assignment Report 1% Teachers Mis-Assigned		Mis-Assign Report 0% Teachers Mis-Assigned	Mis-Assignment Report + .4%
1.3	CAASPP ELA- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS 2024 CA School Dashboard LTEL -89.1 DFS	2024 CA School Dashboard All -25.9 Points DFS SED -30.9 DFS EL -62.6 DFS LTEL -89.1 DFS FY -67.2 DFS SWD -98.2 DFS HY -53.8 DFS		CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL -70 DFS FY -48.1 DFS SWD -70 DFS HY -34.1DFS	All +.7 DFS SED +1.1 DFS EL +5.3 DFS LTEL Not Applicable FY -4.1 DFS SWD -3.9 DFS HY -4.7 DFS
1.4	CAASPP Math- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -32 DFS EL -88.3 DFS FY -79.7 DFS SWD -59.6 DFS HY -71.5 DFS 2024 CA School Dashboard LTEL 137.7 DFS	2024 CA School Dashboard All -49.8 Points DFS SED -54.9 DFS EL -81.1 DFS LTEL -137.7 DFS FY -82.3 DFS SWD -119.5 DFS HY -75.5 DFS		CA School Dashboard All -45.5 Points DFS SED -17 DFS EL -73.3 DFS LTEL -95 DFS FY -74.7 DFS SWD -44.6 DFS HY -56.5 DFS	All +4.7 DFS SED -22.9 DFS EL +7.2 DFS LTEL Not Applicable FY -2.6 DFS SWD -59.9 DFS HY -4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Textbook Student Access Source: Local Inventory	2023-2024 100% Students Access Adopted Textbooks	2024-2025 100% Students Access Adopted Textbooks		100% Students Access Adopted Textbooks	0%
1.6	i-Ready Local Assessment August to May Grade Level Grade: 3rd	2023 to 2024 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +24% EL +20% FY +14% SWD +13% HY +14%	2024 to 2025 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +22% EL +21% FY +25% SWD +12% HY +26%		Local i-Ready Assessment Continue to increase Early, Mid, Above Grade level +20%(Beginning to End of Year) Reading Diagnostic All +20% SED +20% EL +20% FY +20% SWD + 20% HY +20%	All +0% SED -2% EL +1% FY +11% SWD -1% HY +12%
1.7	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%	2024 CA Dashboard All 16.3% SED 17.3% EL 14.7% FY 11.8% SWD 22% HY 21.9%		CA School Dashboard All 14.8% SED 15.8% EL 13.2% FY 10.3% SWD 20.5% HY 20.4%	All -6.8% SED -7% EL -6.9% FY -10.6% SWD -9.6% HY -5.9%
1.8	Attendance Rate (Local Metric)	2024 Student Information System (SIS) All 94.9% EL 95.4%	2025 Student Information System (SIS) All 96.2% EL 96.6%		Student Information System (SIS) All 97.7% EL 97.7%	All +1.3% EL +1.2% SED +1% FY +.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Information System (SIS)	SED 95% FY 95.4%	SED 96% FY 96.3%		SED 97.7% FY 97.7%	
1.9	Middle School Drop Out Source: CALPADS	2023 CALPADS 0%	2024 CALPADS 0%		CALPADS 0%	0%
1.10	Implementation of State Standards Source: CA School Dashboard	2023 Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability	2024 Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability		Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability	No Difference
1.11	CAASPP ELA- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All -45.3 DFS EL -83.3 DFS SWD -116.2 DFS Berlyn All -44.7 DFS EL -71.1 DFS Bon View All -58.9 DFS EL -88.1 DFS SWD -116.4 DFS Del Norte	2024 CA School Dashboard Elementary and K-8 Arroyo All -46.7 DFS EL -86.2 DFS SWD -112 DFS Berlyn All -40.2 DFS EL -64.6 DFS Bon View All -52.8 DFS EL -83.7 DFS SWD -125.9 DFS		CA School Dashboard Elementary and K-8 Arroyo All -36.3 DFS EL -68.3 DFS SWD -70 DFS Berlyn All -35.7 DFS EL -56.1 DFS Bon View All -49.9 DFS EL -70 DFS SWD -70 DFS	Arroyo All -1.4 DFS EL -2.9 DFS SWD +4.2 DFS Berlyn All +4.5 DFS EL +6.5 DFS Bon View All +6.1 DFS EL +4.4 DFS SWD -9.5 DFS Del Norte All -1.2 DFS SWD +7.8 DFS El Camino

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All -51.9 DFS SWD -125.3 DFS El Camino All 38.9 DFS EL -78.5 DFS SWD -79 DFS Elderberry All -41 DFS SWD -90.4 DFS Euclid All -47.8 DFS EL -87 DFS Hawthorne All-46.8 DFS EL -78.8 DFS Lehigh All -53.4 DFS EL -89.5 DFS SWD -148.1 DFS Lincoln All -32.7 DFS SWD -91.1 DFS Mariposa All 61.1 DFS HY -77.7 DFS Mission All -29.5 DFS SWD -89.9 DFS	Del Norte All -53.1 DFS SWD -117.5 DFS El Camino All 36.9 DFS EL -44.9 DFS SWD -90.1 DFS Elderberry All -31.6 DFS SWD -95.8 DFS Euclid All -43.1 DFS EL -87 DFS Hawthorne All -34 DFS EL -86.4 DFS Lehigh All -45.5 DFS EL -74.4 DFS SWD -131.8 DFS Lincoln All -33 DFS SWD -75.9 DFS Mariposa All 50.2 DFS HY -59.8 DFS Mission All -27.5 DFS SWD -94.1 DFS		Del Norte All -42.9 DFS SWD -70 DFS El Camino All -29.9 DFS EL -63.5 DFS SWD -64 DFS Elderberry All -32 DFS SWD -70 DFS Euclid All -38.8 DFS EL -63.8 DFS Hawthorne All -37.8 DFS EL -63.8 DFS Lehigh All -44.4 DFS EL -70 DFS SWD -70 DFS Lincoln All -23.7 DFS SWD -70 DFS Mariposa All -52.1 DFS HY -62.7 DFS Mission All -20.5 DFS SWD -70 DFS	All -2 DFS EL +33.6 DFS SWD -11.1 DFS Elderberry All +9.4 DFS SWD -5.4 DFS Euclid All +4.7 DFS EL 0 Hawthorne All +12.8 DFS EL -7.6 DFS Lehigh All +7.9 DFS EL +15.1 DFS SWD +16.3 DFS Lincoln All -.3 DFS SWD +15.2 DFS Mariposa All -10.9 DFS HY +17.9 DFS Mission All +2 DFS SWD -4.2 DFS Vineyard All -5.6 DFS EL +13.2 DFS SWD -11.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Vineyard All -31.9 DFS EL -79.6 DFS SWD -100.4 DFS	Vineyard All -37.5 DFS EL -66.4 DFS SWD -112.1 DFS		Vineyard All -22.9 DFS EL -64.6 DFS SWD -70 DFS	
1.12	CAASPP ELA- School And Student Group (Middle School) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Middle School De Anza All -24.4 DFS SWD -113.5 DFS Oaks All -10.3 DFS EL -77 DFS SWD -103.4 DFS Wiltsey All -31.7 DFS EL -76.1 DFS SWD -115.5 DFS Serrano All -10.5 DFS EL -72.6 DFS SWD -97.7 DFS Vernon All -25.7 DFS EL -91.2 DFS SWD -107.6 DFS Vina Danks All -42.7 DFS EL -95.9 DFS	2024 CA School Dashboard Middle School De Anza All -34.3 DFS SWD -117.7 DFS Oaks All -21.3 DFS EL -77.5 DFS SWD -118.3 DFS Wiltsey All -31.6 DFS EL -72.1 DFS SWD -118.8 DFS Serrano All +1.6 DFS EL -71.8 DFS SWD -101.1 DFS Vernon All -26.1 DFS EL -92.6 DFS SWD -110.3 DFS Vina Danks All -50 DFS EL -80.5 DFS		CA School Dashboard Middle School De Anza All -15.4 DFS SWD -70 DFS Oaks All -12 DFS EL -62 DFS SWD -70 DFS Wiltsey All -22.7 DFS EL -61.1 DFS SWD -70 DFS Serrano All -1.5 DFS EL -57.6 DFS SWD -70 DFS Vernon All -16.7 DFS EL -70 DFS SWD -70 DFS Vina Danks All -33.7 DFS EL -70 DFS	De Anza All -9.9 DFS SWD -4.2 DFS Oaks All -11 DFS EL -.5 DFS SWD -14.9 DFS Wiltsey All +.1 DFS EL +4 DFS SWD -3.3 DFS Serrano All +12.1 DFS EL +.8 DFS SWD -3.4 DFS Vernon All -.4 DFS EL -1.4 DFS SWD -2.7 DFS Vina Danks All -7.3 DFS EL +15.4 DFS SWD -14.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -84.7 DFS	SWD -99.2 DFS		SWD -69.7 DFS	
1.13	CAASPP Math- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 79.2 DFS EL -106.6 DFS SWD -168.2 DFS Bon View All -63.7 DFS SWD -133 DFS Central All -57.4 DFS EL -95.2 DFS Del Norte All -72 DFS SWD -157.4 DFS Euclid All -75.9 DFS EL -100.8 DFS Vineyard All -44.5 DFS SWD -120.8 DFS	2024 CA School Dashboard Elementary and K-8 Arroyo All 80.1 DFS EL -112.2 DFS SWD -135.8 DFS Bon View All -66.1 DFS SWD -109 DFS Central All -45.7 DFS EL -77.6 DFS Del Norte All -72.6 DFS SWD -135.7 DFS Euclid All -57.6 DFS EL -87.1 DFS Vineyard All -58.6 DFS SWD -150.5 DFS		CA School Dashboard Elementary and K-8 Arroyo All -70.2 DFS EL -91.6 DFS SWD -95 DFS Bon View All -54.7 DFS SWD -95 DFS Central All -48.4 DFS EL -86.2 DFS Del Norte All -63 SWD -95 DFS Euclid All -66.9 DFS EL -91.8 DFS Vineyard All -35.5 DFS SWD -95 DFS	Arroyo All +.9 DFS EL -5.6 DFS SWD +32.4 DFS Bon View All -2.4 DFS SWD +24 DFS Central All +11.7 DFS EL +17.6 DFS Del Norte All -.6 DFS SWD +21.7 DFS Euclid All +18.3 DFS EL +13.7 DFS Vineyard All -14.1 DFS SWD -29.7 DFS
1.14	CAASPP Math- School And Student Group (Middle School) Distance from Standard (DFS)	2023 CA School Dashboard Middle School Oaks	2024 CA School Dashboard Middle School Oaks		CA School Dashboard Middle School Oaks	Oaks All +4.5 DFS SWD +2.4 DFS Wiltsey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	All -64 DFS SWD -156.4 DFS Wiltsey All -86.1 DFS EL -136.3 DFS HY -124.1 DFS SWD -167.8 DFS Serrano All -40.3 DFS SWD -138.8 DFS Vernon All -79.8 DFS SWD -161.4 DFS Vina Danks All -97.4 DFS HY -110.1 DFS SED -101.5 DFS	All -59.5 DFS SWD -154 DFS Wiltsey All -100.1 DFS EL -139.2 DFS HY -130.7 DFS SWD -162.7 DFS Serrano All -24.7 DFS SWD -138.2 DFS Vernon All -71 DFS SWD -158.5 DFS Vina Danks All -107.4 DFS HY -119.4 DFS SED -110 DFS		All -55 DFS SWD -95 DFS Wiltsey All -77.1 DFS EL -95 DFS HY -95 DFS SWD -95 DFS Serrano All 31.3 DFS SWD -95 DFS Vernon All 70.8 DFS SWD -95 DFS Vina Danks All -88.4 DFS HY -95 DFS SED -86.5 DFS	All -14 DFS EL -2.9 DFS HY -6.6 DFS SWD +5.1 DFS Serrano All +15.6 DFS SWD +.6 DFS Vernon All +8.8 DFS SWD +2.9 DFS Vina Danks All -10 DFS HY -9.3 DFS SED -8.5 DFS
1.15	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5%	2024 CA School Dashboard Elementary and K-8 Arroyo All 21.4% EL 19.6% HY 26.7% Berlyn ALL 18.1% EL 13.4% HY 24.7% SED 18.8%		CA School Dashboard Elementary and K-8 Arroyo ALL: 19.9% EL: 18.1% HY: 25.2% Berlyn ALL: 16.6% EL: 11.9% HY: 24.7% SED: 17.3%	Arroyo All -6.9% EL -9.4% HY -20.7% Berlyn ALL -4.6% EL -4.6% HY -3% SED -5.2% SWD -6.3% HI -6.1% Bon View ALL -9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 21.8% Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte All 30.5% SWD 36% Edison ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5% Euclid All 18.4% HY 23.4% Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18% Lincoln	SWD 29.2% HI 15.7% Bon View ALL 17.9% HY 32.3% SWD 20.2% Del Norte All 27.1% SWD 38.7% Edison ALL 10.4% HY 25.5% SED 12.2% HI 11% Elderberry ALL 18% EL 11.1% HY 21.4% SED 19% SWD 22.9% AA 53.1% Euclid All 11.4% HY 7.3% Lehigh ALL 14.7% EL 12.7% HY 22.1% SED 15.6% HI 14.8%		SWD: 27.7% HI: 14.2% Bon View ALL: 16.4% HY: 30.2% SWD: 18.7% Del Norte ALL: 25.6% SWD: 37.2% Edison ALL: 8.9% HY: 24.0% SED: 10.7% HI: 9.5% Elderberry ALL: 16.5% EL: 9.6% HY: 19.9% SED: 17.5% SWD: 21.4% AA: 44.5% Euclid ALL: 9.9% HY: 5.8% Lehigh ALL: 13.2% EL: 11.2% HY: 20.6% SED: 14.1% HI: 13.3%	HY -.3% SWD -12.3% Del Norte All -3.4% SWD +2.7% Edison ALL -4.7% HY +.5% SED -5.6% HI -4.9% Elderberry ALL -9.1% EL -11.9% HY -7.3% SED -9.7% SWD -8.8% AA +5.6% Euclid All -7% HY -16.1% Lehigh ALL -2.7% EL -4.5% HY +.5% SED -2.3% HI -3.2% Lincoln ALL -10% EL -9.1% HY -11.4% SED -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2% Montera ALL 28.8% EL 28% HY 25.9% SED 29.8% Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31% Haynes All 26.9% HY 29.4% Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%	Lincoln ALL 18.5% EL 15.8% HY 23.1% SED 18.5% SWD 35.5% HI 15.9% Montera ALL 20.3% EL 19% HY 31.4% SED 21.7% Ramona ALL 21.7% SED 22.8% SWD 20.8% HI 22.4% Haynes All 17.1% HY 20.8% Vineyard ALL 9.1% EL 9.1% HY 11% SED 9.2% SWD 16.4% HI 8.7%		Lincoln ALL: 17.0% EL: 14.3% HY: 21.6% SED: 17.0% SWD: 34.0% HI: 14.4% Montera ALL: 18.8% EL: 17.5% HY: 29.9% SED: 20.2% Ramona ALL: 20.2% SED: 21.3% SWD: 19.3% HI: 20.9% Haynes ALL: 15.6% HY: 19.3% Vineyard ALL: 7.6% EL: 7.6% HY: 9.5% SED: 7.7% SWD: 14.9% HI: 7.2%	SWD -16% HI 9.3% Montera ALL -8.5% EL -9% HY +5.5% SED -8.1% Ramona ALL -8.7% SED -8.6% SWD -17.7% HI -8.6% Haynes All -9.8% HY -8.6% Vineyard ALL -4.8% EL -2.8% HY -11.8% SED -5.4% SWD -9% HI -3.9%
1.16	Chronic Absenteeism-School and Student Group (Middle School) Percentage	2023 CA School Dashboard Middle School Wiltsey	2024 CA School Dashboard Middle School Wiltsey		CA School Dashboard Middle School Wiltsey	Wiltsey ALL -9.6% EL -7.6% HY -5.9% SED -9.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7% Serrano ALL 21.5% EL 26.7% SED 22% HI 21.6% Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%	ALL 18.1% EL 18.5% HY 27.7% SED 18.9% SWD 27.7% AA 30.8% HI 17.6% Serrano ALL 14.8% EL 17.4% SED 15.5% HI 14.3% Vernon ALL 13.8% EL 12.4% HY 10% SED 13.9% SWD 17.3% HI 13.4%		ALL: 16.6% EL: 17.0% HY: 26.2% SED: 17.4% SWD: 26.2% AA: 28.4% HI: 16.1% Serrano ALL: 13.3% EL: 15.9% SED: 14.0% HI: 12.8% Vernon ALL: 12.3% EL: 10.9% HY: 8.5% SED: 12.4% SWD: 15.8% HI: 11.9%	SWD -8.4% AA +0.9% HI -10.1% Serrano ALL -6.7% EL -9.3% SED -6.5% HI -7.3% Vernon ALL -3.5% EL -9.3% HY -12% SED -3.8% SWD -8.4% HI -4%

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.

Through a collaborative, continuous improvement-driven approach, all actions and programs in Goal 1 addressed the diverse instructional needs of all students by providing equitable resources, highly quality teaching and support staff to ensure students have full access to the state adopted curriculum, schools are safe and secure and transportation and technology needs are met.

Action 1.1, Transportation and Safety: The Transportation Department successfully implemented this action. The department managed significant daily operations and supported a large number of extracurricular activities through field trip transportation. Operational highlights included transporting approximately 670 students daily with 48 bus drivers, 10 cover drivers, 3 car drivers, and 3 Learning Needs bus aides, using 78 school vehicles.
Internally, OMSD Transportation was able to include 41 blended routes for general and special education, as well as 7 non-public school routes serving Los Angeles, Orange, and Riverside counties. As a result, there was a significant increase in support for students experiencing homelessness, helping the district recognize the growing need and the department's active role in addressing transportation barriers for vulnerable students. The rise in referrals for students experiencing homelessness supported successful outreach and identification of their needs. Additionally, field trip activity across school sites was substantial, with 1,357 field trips booked by the end of the school year. This demonstrated a strong commitment to enriching educational experiences beyond the classroom.

Action 1.2, Additional Student Support: The district successfully secured Paraprofessionals, Teachers on Assignment, and Intervention Teachers at 33 elementary and middle school sites to accelerate student learning and provide tiered academic and social-emotional support. This resulted in the successful implementation of the action with no substantive differences. The additional staffing enhanced and supplemented the base program, enabling differentiated and leveled intervention through small group and individualized support for students.

Action 1.3, Technology Infrastructure & Access: The Information Services Department successfully and fully implemented this action by maintaining a 1:1 student-to-device ratio for all OMSD students in grades TK–8. The department periodically replaced damaged or defective devices (Chromebooks/iPads) as needed to support student learning. Classroom technology for teachers, such as projectors, document cameras, and teacher laptops, was also upgraded.

Action 1.4, Base Program Staffing: The district successfully and fully implemented this action by continuing to secure the staff needed to decrease the teacher to student ratio and support the academic and social-emotional wellbeing of students. In addition, Instructional Assistants were hired to support the continued expansion of Transitional Kinder.

Action 1.5, Staff Recruitment & Retention: The Human Resources Division played a critical role in ensuring student success by recruiting and retaining highly qualified personnel to foster rigorous academic learning environments and provide comprehensive social-emotional and mental health support to students. Such efforts allowed for full implementation of this action which have included District presence at various job fairs, partnerships with local Universities, and continued job compensation studies among surrounding districts. The district supported a resident teacher program that was developed with Claremont Graduate University and the University of Redlands which further secured highly qualified teachers to support in filling for retirement, promotions, and staff relocations.

Action 1.6, Core Instructional Materials: This action was fully and successfully implemented. Core instructional materials were utilized across all 33 school sites. New for TK-8th grade students was the adoption of a district-wide writing curriculum. The Write From the Beginning Writing program was adopted for all elementary students, as well as for students at the K-8 schools, while the No Red Ink program was adopted for all middle school students. Teachers were provided with training, coaching, and support throughout the year in order to achieve a successful first year of implementation. The substitute teacher calendar was carefully coordinated to ensure that writing training was delivered throughout the year to all grade level and led by District Teachers on Assignment (TOAs). School sites continued to order core materials through a district-centralized process that allowed them to access materials in all content areas. The district is currently in the planning stages of a process to adopt a new math curriculum, scheduled for implementation in the 2026–2027 school year.

Action 1.7, Teacher Initiated Professional Development: This action was fully and successfully implemented. OMTA members were successful in seeking funding through Teacher Initiated Funds for professional development to supplement the district's offerings. Speech teachers attended conferences to ensure they were up to date in Speech Language Pathology (SLP) practices. Many teachers attended conferences for both Tier I and Tier II instruction and had the ability to return to campus and share these best practices with their school site colleagues. In addition, a cohort of nurses attended a nursing conference to support their work in maintaining health and safety at the school site.

Action 1.8, Safe and Maintained Facilities: The Operations Department was successful in making improvements to school facilities to support the needs of students. The Maintenance and Operations Department successfully responded to 12,000 routine repair and maintenance work orders. Additionally they were proactive in completing over 1,800 preventative maintenance work orders to facility operations. Maintenance and Facilities combined executed over 330 small and large size capital improvement projects where HVAC systems were replaced, cameras and security systems were upgraded, and Vina Danks Middle School was modernized as a response to identified seismic deficiencies. Overall, this action was fully implemented.

Action 1.9, Classified Staff PD: The Classified Professional Growth funds were allocated to support ongoing professional development for classified staff, ensuring they had the necessary skills and knowledge to enhance student success for all which allowed for successful and full implementation of this action. Additionally, the district hosted the Classified Leadership Conference, where hundreds of classified staff members participated in learning opportunities and gained valuable strategies to better support students. Throughout the school year, classified staff were also able to sign up for specially designed professional development where they learned strategies on how to support the social, emotional, behavioral needs of students through various methods including attending sessions with consultants.

Overall, the district's implementation of Goal 1 can be regarded as successful. OMSD successfully implemented a comprehensive set of actions to enhance student learning, safety, and well-being. The Transportation Department efficiently managed daily operations, supporting approximately 670 students and facilitating 1,357 field trips, while also addressing the needs of students experiencing homelessness. Increased physical education days and additional staffing provided teachers with more collaboration time and students with differentiated support. The Information Services Department maintained a 1:1 student-to-device ratio and upgraded classroom technology. Strategic staffing efforts reduced teacher-to-student ratios and expanded Transitional Kindergarten programs. Human Resources effectively recruited and retained qualified personnel through partnerships. The district adopted new writing curricula across all grades, with comprehensive training for teachers. Teachers pursued professional development opportunities, enhancing instructional practices and our classified staff members gained learning opportunities to impact student achievement and wellbeing. Collectively, these actions reflect a commitment to providing a safe, supportive, and enriching educational environment.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

A material difference in Action 1.1 (Transportation & Safety) occurred due to the actual cost of a bus purchase being lower than estimated, and because a planned vehicle purchase did not take place.

A material difference in Action 1.2 (Additional Student Support) occurred because 5-8% of teachers salary was added to this action for fulfill the commitment to daily student intervention.

A material difference in Action 1.3 (Technology Infrastructure & Access) occurred due to an unplanned purchase of additional 1:1 student laptops to replace non-functioning devices.

A material difference in Action 1.7 (Teacher-Initiated Professional Development) occurred due to the availability of additional funds after carryover was posted.

A material difference in Action 1.9 (Classified Staff Professional Development) occurred because the actual personnel costs were lower than budgeted. Additionally, expenditures for the Classified Leadership Conference were less than anticipated.

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

The evaluation of Action 1.1 (Transportation & Safety), saw Chronic absenteeism decrease significantly from 2023 to 2024, indicating the effectiveness of providing transportation (All: 6.8% decrease, SED: 7.0% decrease, EL: 6.9% decrease, FY: 10.6% decrease, SWD: 9.6% decrease, HY: 5.9% decrease). This substantial reduction suggests that transportation services are effectively supporting attendance which also showed an improvement, All All +1.3%, EL +1.2%, SED +1%, and FY +.9%. To further enhance outcomes, the transportation department will continue to monitor routes and support in the increased identification of students who may need transportation.

The evaluation of Action 1.2 (Additional Student Support), demonstrated improvement for some groups in Distance from Standard (DFS) in ELA and Math. When comparing the 2023 and 2024 CA School Dashboard results, in ELA (All: 0.7 points improvement, SED: 1.1 points improvement, EL: 5.3 points improvement, FY: 4.1 points decline, SWD: 3.9 points decline, HY: 4.7 points decline) and Math (All: 4.7 points improvement, SED: 22.9 points decline, EL: 7.2 points improvement, FY: 2.6 points decline, SWD: 59.9 points decline, HY: 4.0 points decline). Maintaining the dropout rate at 0% for All students and all student groups continues to be positive. There is evidence of progress, particularly among English Learners in ELA and Math. However, declines in FY, SWD, and HY groups suggest the need for intensified support. In comparing Elementary academic performance metrics, Elementary school data reveals significant variation in effectiveness. At Arroyo Elementary, English Learners declined -2.9 points in ELA despite all three support systems. However, Lehigh Elementary's English Learners improved +15.1 points, suggesting implementation quality varies significantly by site. In Math, Del Norte's Students with Disabilities improved +21.7 points, while Vineyard's Students with Disabilities declined -29.7 points, indicating varied MTSS implementation and intervention effectiveness across schools. Middle school results show similar disparities. Serrano Middle School achieved remarkable success with All students improving +12.1 points in ELA and +15.6 points in Math, while Vina Danks showed English Learners improving +15.4 points in ELA but Socioeconomically Disadvantaged students declining -8.5 points in Math. These results highlight the importance of strengthening intervention programs by incorporating data-driven instruction and continuing to secure supplemental staff to reduce the student to teacher ratio. Educational partner feedback emphasized the need to focus on intervention by providing more one one on one or

small group time with students. While intervention and small group instruction is a priority to provide multitiered, providing additional student support will further allow staff to decrease the student to staff ratio and target FY, SWD, and HY groups.

In evaluating Action 1.3 (Technology and Infrastructure and Access) and Action 1.4 (Base Program Staffing) demonstrated varied effectiveness across student groups when examining academic achievement metrics. When comparing the 2023 and 2024 CA School Dashboard results, in ELA (All: 0.7 points improvement, SED: 1.1 points improvement, EL: 5.3 points improvement, FY: 4.1 points decline, SWD: 3.9 points decline, HY: 4.7 points decline) and Math (All: 4.7 points improvement, SED: 22.9 points decline, EL: 7.2 points improvement, FY: 2.6 points decline, SWD: 59.9 points decline, HY: 4.0 points decline). In comparing our local i-Ready assessment data in ELA for 3rd grade from the Fall of 2024 to the Spring of 2025, All +1%, SED +2%, EL +1%, FY +5%, SWD -8%, and HY +6% improvement. In comparing our local i-Ready assessment data in ELA for 3rd grade from the Fall of 2023 to the Spring 2024 and then Fall of 2024 to the Spring of 2025, All +0% (maintained a 21% Fall to Spring increase), SED -2%, EL +1%, FY +11%, SWD -1%, and HY +12% improvement. The combined impact of these actions shows promising results in ELA for English Learners, who improved by 5.3 points in Distance from Standard. This improvement suggests that the integration of 1:1 technology devices (Action 1.3) and adequate base staffing levels (Action 1.4), creates a supportive learning environment for English learners. However, Foster Youth declined by 4.1 points and Students with Disabilities declined by 3.9 points, indicating these coordinated supports are not yet meeting the unique needs of these populations. Socioeconomically Disadvantaged students showed modest improvement of 1.1 points, suggesting partial effectiveness. The Math data reveals disparities. English Learners demonstrated strong growth with a 7.2 point improvement, reinforcing that the combination of technology access and staffing support effectively serves this population. However, Students with Disabilities experienced a decline of 59.9 points, while Socioeconomically Disadvantaged students declined by 22.9 points. Foster Youth and Homeless Youth also showed declines of 2.6 and 4.0 points respectively. These results indicate that while the infrastructure supports are beneficial for English Learners, they require attention to address the Math learning needs of other populations.

Actions 1.5 (Staff Recruitment and Retention), 1.7 (Teacher-Initiated Professional Development), and 1.9 (Classified Staff Professional Development) demonstrated improvement for some groups in Distance from Standard (DFS) in ELA and Math. When comparing the 2023 and 2024 CA School Dashboard results, in ELA (All: 0.7 points improvement, SED: 1.1 points improvement, EL: 5.3 points improvement, FY: 4.1 points decline, SWD: 3.9 points decline, HY: 4.7 points decline) and Math (All: 4.7 points improvement, SED: 22.9 points decline, EL: 7.2 points improvement, FY: 2.6 points decline, SWD: 59.9 points decline, HY: 4.0 points decline). The comparison in Dashboard data shows improvement in student academic outcomes, particularly for English Learners. This is reflected in the 2023–24 California School Dashboard results, where English Learners improved by 5.3 points in ELA and 7.2 points in Math on the Distance from Standard (DFS) metric. However, the data also highlights achievement gaps. Students with Disabilities (SWD) and Foster Youth (FY) experienced declines in DFS, particularly in Math (SWD: -59.9 points, FY: -2.6 points), indicating the need for intensified, targeted support for these groups. Our Implementation of State Standards data affirms progress. Actions 1.5, 1.7, and 1.9 were implemented at a Level 5 on the State Implementation Rubric for ELA/ELD and Math, signifying full and consistent integration of standards-based practices. This alignment supports academic quality and instructional coherence across the district. Overall, the effectiveness of these actions is evident in areas of growth, especially for English Learners, and in the high level of standards implementation. Yet, continued focus and differentiated interventions are essential to address persistent gaps for Students with Disabilities, Foster Youth, and Homeless Youth. It is essential to maintain a strong focus on differentiated supports to address the ongoing needs of Students with Disabilities, Foster Youth, and Homeless Youth. Expanding opportunities for certificated and classified staff to engage in self-selected, meaningful professional development will continue to enhance their capacity to meet diverse student needs. Additionally, prioritizing the recruitment and retention of highly qualified staff will further strengthen the district's commitment to equity and student achievement.

Action 1.6 (Core Instructional Materials) has had consistent and full implementation of ELA/ELD and Math standards at level 5 which supports academic quality. Based on our analysis of this action, students in OMSD are provided with core adopted textbooks and materials to support access to the content standards and full implementation of state standards. Action 1.6 achieves 100% effectiveness in its core mission of providing universal access to standards-aligned instructional materials. This foundational action eliminates a basic barrier to learning and ensures all students, regardless of background or school site, have the tools needed for academic success. The district's systematic approach to adoption, training, and implementation serves as a model for how this action can have profound impacts on educational equity. While academic outcomes vary across student groups, no student fails due to lack of access to core instructional materials, a fundamental achievement that enables all other academic interventions to function effectively. The district achieved Level 5 "Full Implementation and Sustainability" for both ELA/ELD and Math standards. This highest level of implementation indicates that all students receive instruction aligned to state standards, teachers have the materials needed to deliver standards-based instruction, the curriculum adoption process successfully identifies high-quality materials, and ongoing support ensures sustained implementation. The 2024-25 adoption of Write From the Beginning (elementary) and No Red Ink (middle school) exemplifies effective implementation as, over 700 elementary teachers received comprehensive training, 136 middle school teachers were trained in No Red Ink, district Teachers on Assignment provided ongoing coaching throughout the year, the coordinated substitute teacher calendar ensured all teachers received training, and this systematic approach to curriculum adoption and implementation demonstrates how Action 1.6 goes beyond simply purchasing textbooks to ensuring effective use of materials. While this action doesn't directly measure academic outcomes, it creates essential conditions for learning. The success of English Learners (+5.3 points in ELA, +7.2 points in Math) across the district correlates with having consistent, high-quality materials in all classrooms. The new writing curriculum particularly supports English Learners by providing structured approaches to language development. The district's current planning for math curriculum adoption (scheduled for 2026-27) shows commitment to continuous improvement. This proactive approach ensures materials remain current and aligned with best practices.

Action 1.8 (Safe and Maintained Facilities) is highly effective, maintaining 0% extreme deficiencies on the Facilities Inspection Tool. Based on our analysis of this action, the district maintains 0% extreme deficiencies on the Facilities Inspection Tool (FIT), achieving the highest possible standard for school facilities. This perfect score reflects the successful completion of over 330 capital improvement projects and a proactive maintenance approach that included 12,000 routine repair and maintenance work orders completed, 1,800 preventative maintenance work orders executed, HVAC system replacements to ensure proper ventilation and comfort, security system upgrades enhancing student and staff safety, and seismic retrofitting at Vina Danks Middle School to address critical safety needs. Beyond compliance, this attention to facilities helps create strong Conditions for Learning. Educational partners specifically noted that facility improvements positively impacted their ability to focus on student academic and social-emotional needs. When students learn in clean, safe, and well-maintained environments, they can focus on education without being distracted by discomfort or safety concerns. The security upgrades implemented under this action provide multiple layers of protection, including enhanced camera systems for comprehensive campus monitoring, upgraded access control systems ensuring rapid response capabilities, integration with visitor management systems to track campus visitors, and seismic improvements to protect against natural disasters. These enhancements are especially valuable for vulnerable student populations who may lack safe environments outside of school, making the campus a secure and reliable place for learning. This action also ensures that all students, regardless of school location or demographics, have access to high-quality facilities. The district-wide approach guarantees that students at older campuses receive updates comparable to newer schools. Moreover, this action supports and positively influences other metrics such as attendance, as comfortable environments encourage regular student attendance and have contributed to dramatic decreases in chronic absenteeism. It supports technology integration through modernized electrical and network infrastructure that sustains 1:1 device programs; it promotes social-emotional learning by reducing anxiety and supporting mental wellness

through clean and safe spaces; and it supports staff retention, as high-quality work environments help attract and retain talented educators. Educational partners' recognition of how these improvements support their focus on both academics and student well-being affirms that excellent facilities are not just about buildings, they are about creating environments where all students can thrive.

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

The Source for Metric 1.2 (Mis-assignment Report) has been updated to accurately reflect the origin of the data.

The Action Description for Action 1.2 has been revised to include the added LREBG funding amount.

The baseline for Metric 1.3 (CAASPP ELA-Distance from Standard) and 1.4 (CAASPP Math-Distance from Standard) have been updated to reflect current Baseline data and Targeted Outcomes for Long Term English Learners (LTELs). LTEL ELA and Math data became available in the 2024 CA School Dashboard.

The Total Funds for Action 1.3 for the 2025-2026 reflect a significant budget increase from the 2024-2025 school year to support curriculum adoptions in History/Social Science and Math.

The Outcome for Metric 1.6 has been revised for the All student group to align with the +20 growth target established for the other student groups.

The Outcome for Metric 1.7 (Chronic Absenteeism) has been revised to establish a new three-year target, as the Year 1 results already meet the original Year 3 goal.

The Outcome for Metric 1.15 (Chronic Absenteeism School and Student Group-Elementary) has been revised to establish a new three-year target for most student groups, as the Year 1 results already meet the original Year 3 goal.

The Outcome for Metric 1.16 (Chronic Absenteeism School and Student Group-Middle School) has been revised to establish a new three-year target for most student groups, as the Year 1 results already meet the original Year 3 goal.

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	Transportation & Safety	The Business Services Division will provide bus transportation to and from school to students who live 3.5 miles away from their school principally directed to meet our low income and foster youth to promote daily student academic and social emotional learning engagement as measured by M1.7 and M1.8.	$4,912,614.00	Yes
1.2	Additional Student Support	The District will provide paraprofessionals, Teachers on Assignments (TOAs), and Intervention teachers in the elementary and middle schools principally directed to meet low income, foster youth, and English learners, to identify, support and close learning gaps for students by providing direct academic services as measured by M1.3, M1.4, M1.9, M1.11, M1.12, M1.13, and M1.14. LREBG ACTION: $8,661,680	$36,569,813.00	Yes
1.3	Technology Infrastructure & Access	The Division of Business Services will improve infrastructure systems and technology devices, principally directed to low income, foster youth, and English learners, to address academic learning gaps and collaborative learning opportunities, as measured by M1.3 and M1.4.	$2,649,887.00	Yes
1.4	Base Program Staffing	The District will provide base school and district staff for all students to meet basic students' academic achievement in Language Arts and Math, and social-emotional learning, as measured by M1.3, M1.4, and M1.6.	$30,558,421.00	No
1.5	Staff Recruitment & Retention	The Human Resources Division will recruit and retain highly qualified school and district personnel for all students, to maintain rigorous academic learning environments, social-emotional and mental health services, as measured by M1.3, M1.4, and M1.10.	$157,896.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Core Instructional Materials	The Learning & Teaching Division will provide core adopted textbooks and materials for all students to support them in accessing the California Content Standards in all content areas as measured by M1.10.	$6,078,465.00	No
1.7	Teacher Initiated Professional Development	The Human Resources Division will provide unit members self-initiated professional growth opportunities, principally directed to low income, foster, youth, and English learners to improve engagement and instruction as measured by M1.3, M1.4, and M1.10.	$69,782.00	Yes
1.8	Safe & Maintained Facilities	The Business Services Division will implement modifications and upgrades on security systems, HVAC systems, ventilation filtration, water and gas lines, seismic retrofitting for all students and staff to ensure a safe and effective learning environments, as measured by M1.1.	$11,185,552.00	No
1.9	Classified Staff PD	The Human Resources Division will provide quality and intentional classified staff professional learning and development, principally designated to low income, foster youth and English learner students to support students in increasing performance in ELA, Math, Social Sciences, Physical Education, and Social Emotional Skill/Behavior, as measure by M1.3, M1.4, and M1.10.	$217,652.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting standards in English Language Arts (ELA) and Math, and English learners (ELs) demonstrate progress in developing English language proficiency by accessing an academic program that includes intervention and/or acceleration through a Multi-Tiered System of Supports aligned to the California State standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal to improve English Language Arts (ELA), Math, and English learner proficiency was developed in response to an analysis of academic performance data, which highlighted disparities in achievement among various student groups. This goal aims to address these disparities, with a focus on supporting underperforming groups, while also maintaining and improving the achievement of those performing at or above standard levels.

The data used to develop the goal provided a clear view of ELA and Math proficiency across the district, indicating an average Distance from Standard (DFS) of -25.9 in ELA, -49.8 in Math. This data was compared to student groups and demonstrated that some groups faced more challenges than others: In ELA, socioeconomically disadvantaged (SED) were -30.9 DFS, English learners (EL) -62.6 DFS, foster youth (FY) -67.2 DFS, students with disabilities (SWD) -98.2 DFS, and homeless youth (HY) -49.1 DFS. In Math, EL -88.3 DFS, FY -79.7 DFS, SWD -59.6 DFS, and HY -53.8 DFS. Conversely, some groups, such as Filipino and Asian outperformed the standard in ELA and Filipino, White, and Asian outperformed the standard in Math. This data showed a need for identifying areas for tiered intervention and support, professional development on evidence based strategies, coaching, instructional resources, and technology integration to meet the diverse needs of the student population. Input from educational partners aligns with this need. Our educational partners, including teachers, school administrators, parents, community, and students, emphasized the importance of ELA and Math proficiency and the need for targeted support for our underperforming student groups that includes professional development for instructional staff, and strategic allocation of resources.

By aligning actions with measurable outcomes, the district aims to create a specific plan for improving ELA and Math outcomes. By using data alongside our educational partner input, we can ensure that All students have an opportunity to be successful in ELA and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS 2024 CA School Dashboard LTEL -89.1 DFS	2024 CA School Dashboard All -25.9 Points DFS SED -30.9 DFS EL -62.6 DFS LTEL -89.1 DFS FY -67.2 DFS SWD -98.2 DFS HY -53.8 DFS		CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL -70 DFS FY -48.1 DFS SWD -70 DFS HY -34.1DFS	All +.7 DFS SED +1.1 DFS EL +5.3 DFS LTEL Not Applicable FY -4.1 DFS SWD -3.9 DFS HY -4.7 DFS
2.2	CAASPP Math - Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -32 DFS EL -88.3 DFS FY -79.7 DFS SWD -59.6 DFS HY -71.5 DFS 2024 CA School Dashboard LTEL 137.7 DFS	2024 CA School Dashboard All -49.8 Points DFS SED -54.9 DFS EL -81.1 DFS LTEL -137.7 DFS FY -82.3 DFS SWD -119.5 DFS HY -75.5 DFS		CA School Dashboard All -45.5 Points DFS SED -17 DFS EL -73.3 DFS LTEL -95 DFS FY -74.7 DFS SWD -44.6 DFS HY -56.5 DFS	All +4.7 DFS SED -22.9 DFS EL +7.2 DFS LTEL Not Applicable FY -2.6 DFS SWD -59.9 DFS HY -4 DFS
2.3	i-Ready Local Assessment August to May Grade Level Grade: 3rd	2023 to 2024 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic	2024 to 2025 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year)		i-Ready Local Assessment Continue to increase early mid or above grade level	All +0% SED -2% EL +1% FY +11% SWD -1% HY +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All +21% SED +24% EL +20% FY +14% SWD +13% HY +14%	Reading Diagnostic All +21% SED +22% EL +21% FY +25% SWD +12% HY +26%		+20%(Beginning to End of Year) Reading Diagnostic All +20% SED +20% EL +20% FY +20% SWD + 20% HY +20%	
2.4	ELPI English Language Progress Indicator Source: CA School Dashboard	2023 CA Dashboard 50.5%	2024 CA Dashboard 46%		CA School Dashboard 56.5%	-4.5%
2.5	EL Reclassification Rate Source: Dataquest	2023 CA Dataquest 15%	2024 CA Dataquest 14.6%		CA Dataquest 15%	-.4
2.6	Student Access to Extracurricular Programs Source: Local Metric	2024 Local Metric 100% Students Access Extracurricular Programs	2025 Local Metric 100% Students Access Extracurricular Programs		Local Metric 100% Students Access Extracurricular Programs	Not Applicable
2.7	Access to a Broad Course of Study Source: CA School Dashboard	2023 CA School Dashboard 100% Students have access to a Broad Course of Study	2024 CA School Dashboard 100% Students have access to a Broad Course of Study		CA School Dashboard 100% Students have access to a Broad Course of Study	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	California Healthy Kids Survey (CHKS) 5th Grade Source: CA Healthy Kids Survey (CHKS)	2024 CHKS Survey School Connectedness 70%	2025 CHKS Survey School Connectedness 71%		CA Healthy Kids Survey (CHKS) School Connectedness 73%	+1%
2.9	California Healthy Kids Survey (CHKS) 7th Grade Source: CA Healthy Kids Survey (CHKS)	2024 CHKS Survey School Connectedness 54%	2025 CHKS Survey School Connectedness 56%		CA Healthy Kids Survey (CHKS) School Connectedness 57%	+2%
2.10	CAASPP ELA- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All -45.3 DFS EL -83.3 DFS SWD -116.2 DFS Berlyn All -44.7 DFS EL -71.1 DFS Bon View All -58.9 DFS EL -88.1 DFS SWD -116.4 DFS Del Norte All -51.9 DFS SWD -125.3 DFS El Camino	2024 CA School Dashboard Elementary and K-8 Arroyo All -46.7 DFS EL -86.2 DFS SWD -112 DFS Berlyn All -40.2 DFS EL -64.6 DFS Bon View All -52.8 DFS EL -83.7 DFS SWD -125.9 DFS Del Norte All -53.1 DFS SWD -117.5 DFS		CA School Dashboard Elementary and K-8 Arroyo All -36.3 DFS EL -68.3 DFS SWD -70 DFS Berlyn All -35.7 DFS EL -56.1 DFS Bon View All -49.9 DFS EL -70 DFS SWD -70 DFS Del Norte All -42.9 DFS SWD -70 DFS	Arroyo All -1.4 DFS EL -2.9 DFS SWD +4.2 DFS Berlyn All +4.5 DFS EL +6.5 DFS Bon View All +6.1 DFS EL +4.4 DFS SWD -9.5 DFS Del Norte All -1.2 DFS SWD +7.8 DFS El Camino All -2 DFS EL +33.6 DFS SWD -11.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 38.9 DFS EL -78.5 DFS SWD -79 DFS Elderberry All -41 DFS SWD -90.4 DFS Euclid All -47.8 DFS EL -87 DFS Hawthorne All-46.8 DFS EL -78.8 DFS Lehigh All -53.4 DFS EL -89.5 DFS SWD -148.1 DFS Lincoln All 32.7 DFS SWD -91.1 DFS Mariposa All 61.1 DFS HY -77.7 DFS Mission All -29.5 DFS SWD -89.9 DFS Vineyard All -31.9 DFS EL -79.6 DFS SWD -100.4 DFS	El Camino All 36.9 DFS EL -44.9 DFS SWD -90.1 DFS Elderberry All -31.6 DFS SWD -95.8 DFS Euclid All -43.1 DFS EL -87 DFS Hawthorne All -34 DFS EL -86.4 DFS Lehigh All -45.5 DFS EL -74.4 DFS SWD -131.8 DFS Lincoln All -33 DFS SWD -75.9 DFS Mariposa All 50.2 DFS HY -59.8 DFS Mission All -27.5 DFS SWD -94.1 DFS Vineyard All -37.5 DFS EL -66.4 DFS		El Camino All -29.9 DFS EL -63.5 DFS SWD -64 DFS Elderberry All -32 DFS SWD -70 DFS Euclid All -38.8 DFS EL -63.8 DFS Hawthorne All -37.8 DFS EL -63.8 DFS Lehigh All -44.4 DFS EL -70 DFS SWD -70 DFS Lincoln All -23.7 DFS SWD -70 DFS Mariposa All -52.1 DFS HY -62.7 DFS Mission All -20.5 DFS SWD -70 DFS Vineyard All -22.9 DFS EL -64.6 DFS	Elderberry All +9.4 DFS SWD -5.4 DFS Euclid All +4.7 DFS EL 0 Hawthorne All +12.8 DFS EL -7.6 DFS Lehigh All +7.9 DFS EL +15.1 DFS SWD +16.3 DFS Lincoln All -.3 DFS SWD +15.2 DFS Mariposa All -10.9 DFS HY +17.9 DFS Mission All +2 DFS SWD -4.2 DFS Vineyard All -5.6 DFS EL +13.2 DFS SWD -11.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD -112.1 DFS		SWD -70 DFS	
2.11	CAASPP ELA- School And Student Group (Middle School) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Middle School De Anza All -24.4 DFS SWD -113.5 DFS Oaks All -10.3 DFS EL -77 DFS SWD -103.4 DFS Wiltsey All -31.7 DFS EL -76.1 DFS SWD -115.5 DFS Serrano All -10.5 DFS EL -72.6 DFS SWD -97.7 DFS Vernon All -25.7 DFS EL -91.2 DFS SWD -107.6 DFS Vina Danks All -42.7 DFS EL -95.9 DFS SWD -84.7 DFS	2024 CA School Dashboard Middle School De Anza All -34.3 DFS SWD -117.7 DFS Oaks All -21.3 DFS EL -77.5 DFS SWD -118.3 DFS Wiltsey All -31.6 DFS EL -72.1 DFS SWD -118.8 DFS Serrano All +1.6 DFS EL -71.8 DFS SWD -101.1 DFS Vernon All -26.1 DFS EL -92.6 DFS SWD -110.3 DFS Vina Danks All -50 DFS EL -80.5 DFS SWD -99.2 DFS		CA School Dashboard Middle School De Anza All -15.4 DFS SWD -70 DFS Oaks All -12 DFS EL -62 DFS SWD -70 DFS Wiltsey All -22.7 DFS EL -61.1 DFS SWD -70 DFS Serrano All -1.5 DFS EL -57.6 DFS SWD -70 DFS Vernon All -16.7 DFS EL -70 DFS SWD -70 DFS Vina Danks All -33.7 DFS EL -70 DFS SWD -69.7 DFS	De Anza All -9.9 DFS SWD -4.2 DFS Oaks All -11 DFS EL -.5 DFS SWD -14.9 DFS Wiltsey All +.1 DFS EL +4 DFS SWD -3.3 DFS Serrano All +12.1 DFS EL +.8 DFS SWD -3.4 DFS Vernon All -.4 DFS EL -1.4 DFS SWD -2.7 DFS Vina Danks All -7.3 DFS EL +15.4 DFS SWD -14.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	CAASPP Math- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 79.2 DFS EL -106.6 DFS SWD -168.2 DFS Bon View All -63.7 DFS SWD -133 DFS Central All -57.4 DFS EL -95.2 DFS Del Norte All -72 DFS SWD -157.4 DFS Euclid All -75.9 DFS EL -100.8 DFS Vineyard All -44.5 DFS SWD -120.8 DFS	2024 CA School Dashboard Elementary and K-8 Arroyo All 80.1 DFS EL -112.2 DFS SWD -135.8 DFS Bon View All -66.1 DFS SWD -109 DFS Central All -45.7 DFS EL -77.6 DFS Del Norte All -72.6 DFS SWD -135.7 DFS Euclid All -57.6 DFS EL -87.1 DFS Vineyard All -58.6 DFS SWD -150.5 DFS		CA School Dashboard Elementary and K-8 Arroyo All -70.2 DFS EL -91.6 DFS SWD -95 DFS Bon View All -54.7 DFS SWD -95 DFS Central All -48.4 DFS EL -86.2 DFS Del Norte All -63 SWD -95 DFS Euclid All -66.9 DFS EL -91.8 DFS Vineyard All -35.5 DFS SWD -95 DFS	Arroyo All +.9 DFS EL -5.6 DFS SWD +32.4 DFS Bon View All -2.4 DFS SWD +24 DFS Central All +11.7 DFS EL +17.6 DFS Del Norte All -.6 DFS SWD +21.7 DFS Euclid All +18.3 DFS EL +13.7 DFS Vineyard All -14.1 DFS SWD -29.7 DFS
2.13	CAASPP Math- School And Student Group (Middle School) Distance from Standard (DFS)	2023 CA School Dashboard Middle School Oaks All -64 DFS SWD -156.4 DFS	2024 CA School Dashboard Middle School Oaks All -59.5 DFS SWD -154 DFS		CA School Dashboard Middle School Oaks All -55 SWD -95 DFS	Oaks All +4.5 DFS SWD +2.4 DFS Wiltsey All -14 DFS EL -2.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	Wiltsey All -86.1 DFS EL -136.3 DFS HY -124.1 DFS SWD -167.8 DFS Serrano All -40.3 DFS SWD -138.8 DFS Vernon All -79.8 DFS SWD -161.4 DFS Vina Danks All -97.4 DFS HY -110.1 DFS SED -101.5 DFS	Wiltsey All -100.1 DFS EL -139.2 DFS HY -130.7 DFS SWD -162.7 DFS Serrano All -24.7 DFS SWD -138.2 DFS Vernon All -71 DFS SWD -158.5 DFS Vina Danks All -107.4 DFS HY -119.4 DFS SED -110 DFS		Wiltsey All -77.1 DFS EL -95 DFS HY -95 DFS SWD -95 DFS Serrano All 31.3 DFS SWD -95 DFS Vernon All 70.8 DFS SWD -95 DFS Vina Danks All -88.4 DFS HY -95 DFS SED -86.5 DFS	HY -6.6 DFS SWD +5.1 DFS Serrano All +15.6 DFS SWD +.6 DFS Vernon All +8.8 DFS SWD +2.9 DFS Vina Danks All -10 DFS HY -9.3 DFS SED -8.5 DFS
2.14	Summative ELPAC CA Assessment Website Number of Long-Term English Learner (LTEL) Students Source: CAASPP/LTEL	2023 Summative ELPAC Number of LTELs: 1177	2024 Summative ELPAC Number of LTELs: 1168		Summative ELPAC Number of LTELs: 1118	Number of LTELs: -9
2.15	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%	2024 CA Dashboard All 16.3% SED 17.3% EL 14.7% FY 11.8% SWD 22%		CA School Dashboard All 14.8% SED 15.8% EL 13.2% FY 10.3% SWD 20.5%	All -6.7% SED -7% EL -6.9% FY -10.6% SWD -9.6% HY -5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HY 21.9%		HY 20.4%	
2.16	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%	2025 Student Information System (SIS) All 96.2% EL 96.6% SED 96% FY 96.3%		Student Information System (SIS) All 97.7% EL 97.7% SED 97.7% FY 97.7%	All +1.3% EL +1.2% SED +1% FY +.9%
2.17	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8% Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte All 30.5% SWD 36% Edison	2024 CA School Dashboard Elementary and K-8 Arroyo All 21.4% EL 19.6% HY 26.7% Berlyn ALL 18.1% EL 13.4% HY 24.7% SED 18.8% SWD 29.2% HI 15.7% Bon View ALL 17.9% HY 32.3% SWD 20.2% Del Norte All 27.1% SWD 38.7%		CA School Dashboard Elementary and K-8 Arroyo ALL: 19.9% EL: 18.1% HY: 25.2% Berlyn ALL: 16.6% EL: 11.9% HY: 24.7% SED: 17.3% SWD: 27.7% HI: 14.2% Bon View ALL: 16.4% HY: 30.2% SWD: 18.7% Del Norte ALL: 25.6% SWD: 37.2%	Arroyo All -6.9% EL -9.4% HY -20.7% Berlyn ALL -4.6% EL -4.6% HY -3% SED -5.2% SWD -6.3% HI -6.1% Bon View ALL -9.4% HY -.3% SWD -12.3% Del Norte All -3.4% SWD +2.7% Edison ALL -4.7% HY +.5% SED -5.6% HI -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5% Euclid All 18.4% HY 23.4% Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18% Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2% Montera ALL 28.8% EL 28% HY 25.9% SED 29.8%	Edison ALL 10.4% HY 25.5% SED 12.2% HI 11% Elderberry ALL 18% EL 11.1% HY 21.4% SED 19% SWD 22.9% AA 53.1% Euclid All 11.4% HY 7.3% Lehigh ALL 14.7% EL 12.7% HY 22.1% SED 15.6% HI 14.8% Lincoln ALL 18.5% EL 15.8% HY 23.1% SED 18.5% SWD 35.5% HI 15.9% Montera ALL 20.3% EL 19% HY 31.4%		Edison ALL: 8.9% HY: 24.0% SED: 10.7% HI: 9.5% Elderberry ALL: 16.5% EL: 9.6% HY: 19.9% SED: 17.5% SWD: 21.4% AA: 44.5% Euclid ALL: 9.9% HY: 5.8% Lehigh ALL: 13.2% EL: 11.2% HY: 20.6% SED: 14.1% HI: 13.3% Lincoln ALL: 17.0% EL: 14.3% HY: 21.6% SED: 17.0% SWD: 34.0% HI: 14.4% Montera ALL: 18.8% EL: 17.5% HY: 29.9%	Elderberry ALL -9.1% EL -11.9% HY -7.3% SED -9.7% SWD -8.8% AA +5.6% Euclid All -7% HY -16.1% Lehigh ALL -2.7% EL -4.5% HY +.5% SED -2.3% HI -3.2% Lincoln ALL -10% EL -9.1% HY -11.4% SED -9% SWD -16% HI 9.3% Montera ALL -8.5% EL -9% HY +5.5% SED -8.1% Ramona ALL -8.7% SED -8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31% Haynes All 26.9% HY 29.4% Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%	SED 21.7% Ramona ALL 21.7% SED 22.8% SWD 20.8% HI 22.4% Haynes All 17.1% HY 20.8% Vineyard ALL 9.1% EL 9.1% HY 11% SED 9.2% SWD 16.4% HI 8.7%		SED: 20.2% Ramona ALL: 20.2% SED: 21.3% SWD: 19.3% HI: 20.9% Haynes ALL: 15.6% HY: 19.3% Vineyard ALL: 7.6% EL: 7.6% HY: 9.5% SED: 7.7% SWD: 14.9% HI: 7.2%	SWD -17.7% HI -8.6% Haynes All -9.8% HY -8.6% Vineyard ALL -4.8% EL -2.8% HY -11.8% SED -5.4% SWD -9% HI -3.9%
2.18	Chronic Absenteeism-School and Student Group (Middle School) Percentage Source: CA School Dashboard	2023 CA School Dashboard Middle School Wiltsey ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7% Serrano ALL 21.5% EL 26.7% SED 22%	2024 CA School Dashboard Middle School Wiltsey ALL 18.1% EL 18.5% HY 27.7% SED 18.9% SWD 27.7% AA 30.8% HI 17.6% Serrano ALL 14.8% EL 17.4% SED 15.5%		CA School Dashboard Middle School Wiltsey ALL: 16.6% EL: 17.0% HY: 26.2% SED: 17.4% SWD: 26.2% AA: 28.4% HI: 16.1% Serrano ALL: 13.3% EL: 15.9% SED: 14.0%	Wiltsey ALL -9.6% EL -7.6% HY -5.9% SED -9.2% SWD -8.4% AA +0.9% HI -10.1% Serrano ALL -6.7% EL -9.3% SED -6.5% HI -7.3% Vernon ALL -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 21.6% Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%	HI 14.3% Vernon ALL 13.8% EL 12.4% HY 10% SED 13.9% SWD 17.3% HI 13.4%		HI: 12.8% Vernon ALL: 12.3% EL: 10.9% HY: 8.5% SED: 12.4% SWD: 15.8% HI: 11.9%	EL -9.3% HY -12% SED -3.8% SWD -8.4% HI -4%

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.

In Goal 2, the District strives to support and prepare students academically through the implementation of a Multi-tiered System of Supports aligned to the California State Standards which include professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning, specialized programs, and a broad course of study.

Actions 2.1, Humanities and STEM PD and Resources: The Curriculum & Instruction department was successful in offering a range of trainings for staff across the district that that supported full implementation of this action. Training and PD included: Universal Design for Learning (UDL), math, reading, gradual release, science, technology, social studies, and Designated and Integrated English Language Development (ELD). Something new this year has been training delivered by our Spotlight teachers. These professional learning opportunities delivered by and for teachers have been instrumental in providing hands-on support by the experts in the field, our classroom teachers. Write From the Beginning and No Red Ink were the two writing programs/tools adopted for our K-6/K-8 and middle schools, respectively. Over 700 staff (primarily teachers) were trained in Write From the Beginning, with 136 middle school teachers trained in No Red Ink. Challenges included finding enough release time to train those teachers that did not attend the initial trainings but coordination of efforts with the district calendar and substitute teacher availability, we were successful in delivering the training. District TOAs were able to further enhance their expertise and coaching practice by attending various County, curriculum-based, and Language focused conferences throughout the year.

Action 2.2, Coaching and Support: The Curriculum & Instruction Department successfully implemented this action. Instructional coaches participated in four days of intensive training on the Write from the Beginning and Beyond program, a comprehensive writing curriculum designed to enhance students' writing skills across various genres and content areas . They also led and attended monthly Coaching Collaborative meetings focusing on facilitating Professional Learning Communities (PLCs), student-centered coaching, and best instructional practices. The district's Induction Program provided support to 57 first- and second-year candidates, pairing each with an experienced

OMSD mentor for coaching, mentoring, and real-time support. A full-time coordinator facilitated professional development aligned with the California Standards for the Teaching Profession (CSTP) and held regular meetings to address Induction requirements . A summer orientation introduced candidates and mentors to available professional development opportunities and the foundational principles of the Induction program. Throughout the year, trainings covered topics such as best first instruction, language standards, and the CSTP. Both general and special education candidates had opportunities to observe Spotlight teachers, while mentors were provided release time to observe and support their mentees. A full-time Induction Teacher on Assignment supported all aspects of the program, offering training to mentors and assisting candidates in achieving their goals and objectives. The Teacher Residency Program, established through a partnership with Claremont Graduate University (CGU), successfully placed nine resident teachers with district mentors. These residents engaged in a year-long residency under the guidance of a Curriculum & Instruction Teacher on Assignment, gaining practical teaching experience while pursuing their California Preliminary Teaching Credential and a Master's in Education. In addition, weekly Professional Learning Communities (PLCs) were established across elementary schools, with consistent structures implemented in Grades TK–6 to ensure alignment with district goals. To support the expansion of the PLC process, the district hired five new Physical Education (PE) teachers and 40 additional PE assistants. This staffing enhancement allowed elementary teachers in Grades 1–6 to receive two PE preparation days and an additional PLC release day, facilitating planning, assessment, and differentiation of standards-based instruction. In response to this new approach, coaching and professional development for principals, assistant principals, and teacher leaders on effective PLC facilitation were provided, fostering a data-driven culture that utilized assessment results to inform instruction. Each school was supported in using grade-level recording sheets for data tracking, leading to increased teacher collaboration and the sharing of best practices, which enhanced instructional strategies. PLC Facilitator training for site coaches and teachers was conducted in September 2024, and a district-wide Solution Tree training on January 14, 2025, saw participation from all 33 school sites. The effectiveness of PLCs was monitored and evaluated, with data-informed adjustments made to maximize impact.

Action 2.3, Technology Integration: The Technology Integration action achieved significant milestones throughout the year which attributed to its full implementation. A district-wide Edcamp was held on October 7, 2024, providing over 100 staff members with a collaborative professional learning experience where participants determined breakout session topics on the day of the event . Professional development was offered across various platforms, including Lumio, Canva, and Nearpod. The district is currently transitioning to using Canva and Lumio as primary platforms to support technology integration. A challenge has been to streamline essential platforms due to budget constraints, prompting the Curriculum & Instruction Department to reevaluate and renew only the most essential platforms that support teaching and student learning.

Action 2.4, Magnet, College and Career, & Specialty Programs: This action was fully and successfully implemented. In collaboration with a County AVID representative, all elementary and middle school AVID sites were visited throughout the year to provide feedback and support. AVID tutors were been hired to support all middle school AVID tutorials but it was a challenge to find enough tutors to work with students across our middle school sites. To keep AVID principles at the forefront various sites attended Summer Institute, a learning opportunity for staff to be reintroduced to the principles and framework within AVID. A series of GATE-certification trainings were held this year that were led by a TOA in Curriculum & Instruction. These trainings provided appropriate training for teachers interested in learning how to better support their gifted learners. As part of our specialized programs, Arroyo School was successfully authorized to offer the IB Middle Years Programme in the Fall of 2024 and was reauthorized for the Primary Years Programme along with Hawthorne Elementary School. Euclid School participated in educational partner surveys and committees to determine if the school site should become a K-8, extending the Dual Language Immersion program for 7th and 8th graders beginning in the 2025-26 school year. A professional development plan was implemented specific to Dual Language Immersion programs offered at Central Language Academy, Euclid Elementary, and Montera

School. The High School Credit Program (HSCP) enjoyed another successful year at OMSDs 6 comprehensive middle school and 5 K-8 school sites. Three courses were offered: Integrated Math I, Spanish I and Spanish 2S, with 645 enrollments across all three course titles. Collaboration and planning meetings were held with HSCP teachers and Spanish teachers also had an opportunity to visit and meet with the Chaffey Joint Union High School District (CJUHSD) teachers. The district found success in providing students an alternative classroom where individualized academic, behavioral, and social emotional support was provided. As a result, the district elected to design its 34th school, Student Outreach and Academic Renaissance (SOAR), as a comprehensive Alternative School of Choice (ASOC) to provide a fundamentally different educational experience from traditional models previously housed at De Anza as our Student Outreach Academy Recovery program. This decision reflects a commitment to offering inclusive, flexible programming that serves both general education and special education students within a supportive, community-based framework. Unlike Community Day Schools, the new ASOC is not disciplinary in nature, but instead emphasizes individualized instruction, independent study, and community-based learning—all aligned with the California Education Code provisions for ASOCs. Additionally, the district is dedicated to expanding alternative education options within its own comprehensive campuses, reducing the need for transporting students to Community Day, Non-Public schools (NPS), or County placements. This approach ensures students remain in the least restrictive environment with direct district oversight of educational programming and support.

Action 2.5, Early Literacy PD & Support: This action was fully and successfully implemented. Formal training, refresher courses, and on-site coaching were provided in the following early literacy areas for teachers in Kinder-2nd grade: Enhanced Core Reading Instruction (ECRI) initial foundational training, vocabulary and comprehension, and routine review. Transitional Kinder (TK) teachers met three times this year as a professional learning team to address items and issues surrounding Transitional Kindergarten. The TK teachers that attended these sessions collaborated around topics specific to their grade level, particularly the Preschool/TK Learning Foundations (PTKLF). As a result of training, coaching, and support, this action was successful and counted on full implementation. Also, 38 teachers from across the district participated in the Reading and Literacy Added Authorization (RLAA) program in partnership with USC. This year-long program trained teachers in how to utilize early literacy principles as they earned their RLAA certificate. The four courses and practicum provided intensive training and learning for the individuals that participated in this program.

Actions 2.6, MTSS Academic Implementation: The district successfully implemented this action to enhance the effectiveness of its Multi-Tiered System of Supports (MTSS) framework. External coaches provided targeted support to school sites and principals through informal meetings, coaching sessions, and assistance with the Fidelity Integrity Assessment (FIA), a tool designed to guide school and district teams in evaluating and improving MTSS implementation efforts. Schools benefited from two full-day planning sessions and monthly meetings dedicated to identifying strengths and developing action plans for areas requiring growth. All 33 OMSD schools continued to design and implement a comprehensive MTSS to address students' academic, behavioral, social-emotional, and mental health needs, with a primary focus on supporting unduplicated students. This included the application of research-based Tier I, II, and III practices to ensure individualized support. The district emphasized staff development in Tier I, II, and III academic instructional strategies, such as the Gradual Release of Responsibility model, Differentiated Instruction, and Universal Design for Learning (UDL), to meet students' needs in English Language Arts and Math. Additionally, schools were allocated planning time to align Superintendent Goals with MTSS FIA elements, supporting the ongoing implementation of evidence-based practices and differentiated instruction. The district also assisted principals in prioritizing essential standards and aligning instruction with student learning outcomes. School leaders were guided in developing data-driven interventions to address achievement gaps, and classroom visits were conducted to oversee the implementation of small group instruction. By promoting student agency through goal-setting and self-assessment, and strengthening instructional leadership by equipping principals with coaching tools, the district enhanced student engagement and achievement through targeted professional learning and instructional support.

Action 2.7, Intervention Resources & Assessment: This action was fully implemented. The Learning & Teaching Division provided educational programs for student use at school sites including the IReady Toolkit, used for creation of Common Formative Assessments during PLCs by grade level teams. In addition, the Next Gen Math online resource was purchased and was used in classrooms to support math skill development. Accelerated Reader AR) was used district-wide as a resource for students to select books at individualized levels and take quizzes on comprehension. A district-wide AR Challenge was held, which motivated students across the district to increase reading. All students successfully participated in reading and mathematics assessments to measure student progress, inform teachers and administrators, and identify and provide intervention to struggling students. Student progress reporting was monitored for all students, by grade and by student group. There was an increase in students scoring at Early on Grade Level and above across all student groups between the Summer and Spring reading and math i-Ready Diagnostic assessments. All content teachers in grades one through eight receive two days of release time to perform data analysis, identify student learning objectives and plan universal instruction and differentiated support.

Actions 2.8 and 2.9 and 2.10, EL Academic and Language Programs & PD, and Professional Development in EL and LTEL Strategies: These actions counted on full implementation and as planned. We had two English Learner Teachers on Assignment provide coaching and professional development in the areas of Designated and Integrated ELD strategies, Long Term English Learner Curriculum, and Newcomer supports.
Professional development, planning and training in the area of Designated and Integrated ELD, EL strategies, and evidence paged strategies for English learners were offered through virtual platforms, in-person, and after school. Coaching support and English Learner Professional Learning Community (PLC) opportunities were embedded to support teachers, and classified instructional staff. Middle school Inspire Literacy (iLIT) teachers, a curriculum for Long Term English learners were supported through coaching, PLC meetings, and two full day teacher planning days.

Actions 2.11 and 2.12, SPED Academic Programs, PD and Resources: The OMSD Special Education Local Plan (SELPA) successfully provided a wide continuum of programs to meet the diverse needs of low-income students with disabilities across a range of areas, including autism, orthopedic impairment, functional academics, speech and language, behavioral intervention, inclusion, and individualized literacy. OMSD offered a full continuum of services from preschool through 8th grade. For example, "Let's Talk" clinic supports the academic, social, emotional, and cognitive development of preschool students, while the autism programs are grounded in best practices, such as the California Autism Professional Training and Information Network (CAPTAIN) training, ensuring that students are provided with evidence-based interventions. Additionally, specialized services for extensive support needs and/or orthopedic impairments were available at Lincoln and Moreno schools, while functional academics were highlighted at Lincoln and select middle schools. All 33 schools offered speech and language services, and behavioral intervention services were supported by dedicated Board Certified Behavioral Analysts (BCBAs) and Registered Behavioral Technicians (RBTs) who assist in addressing the diverse behavioral needs across the district. Inclusive practices expanded expanding with piloted collaborative classrooms at selected elementary schools. In order to ensure that SPED teachers and support staff had the knowledge and tools they needed to effectively support students with disabilities, a robust professional development catalog that included specialized trainings focused on inclusive practices, increasing student access to the core curriculum, and monitoring student progress towards IEP goals was implemented. Throughout the year, the district provided ongoing, targeted professional development opportunities designed to enhance the competencies of educators. In addition to district-wide offerings, we collaborate with external organizations, such as the Diagnostic Center, to provide specialized training in areas such as assessment, behavioral interventions, and evidence-based instructional strategies. Also, Crisis Prevention Intervention (CPI) trainings were made available to staff to ensure

capacity in managing challenging behaviors safely and effectively. By offering these diverse and specialized training opportunities, OMSD SELPA ensured that SPED teachers and support staff were continuously improving their practice, enhancing student access to high-quality instruction, and making meaningful progress toward meeting Individualized Education Program (IEP) goals leading to full implementation of these actions.

Actions 2.13, Expanded Learning: 545 students across OMSD participated in MathCON this year. 33 participating students in MathCON scored in the 80th national percentile on the MathCON online competition. The annual district Spelling Bee took place on Saturday, February 1st with 33 school sites represented. The annual Science Technology Engineering Arts Math (STEAM) Symposium was held on Saturday, April 6th, with various events/competitions such as the Robot Rally, Math Mania, Drone Derby, Crazy Contraptions, Science, and Art Fair. OMSD fully implemented the Expanded learning program for summer sessions with 9hr/ day for 30 days in June 2024 and July 2024. The total number of students who attend in June averaged 1200/day and in July the total number of students averaged 819 per day. The summer school program was built around 4 areas of focus and included enrichment opportunities provided by a variety of organizations such as YMCA, Ballet Folklorico, Maloof Foundation Artful living, 5 STAR pro athletics, and active stretching and fitness. During the school year, 6 seasons of an after school sports program were successfully completed and included elementary and middle school basketball, flag football, and volleyball and Track and Field. In addition to these seasons, all school sites offered after school athletics and clubs that students could participate in. Students also had the ability to sign up for after school camps and clinics with a focus on baseball, softball, and basketball. This year 3 club sports teams were supported in soccer, volleyball, and basketball. PE staff met 5 times this year with PD focused on curriculum and student behavior. The behavioral trainings included Child Adult Relationship Enhancement (CARES), De-Escalation training, and Restorative practices/circles training. Overall, this action was fully implemented.

Action 2.14, Administrative Leadership Development: The Learning & Teaching Regional Directors fully and successfully implemented this action by consistently engaging with school site leaders to analyze data, assist in planning leadership team and staff meetings, conduct classroom walkthroughs, and provide support with budgeting and staffing. Throughout the year, targeted professional development opportunities were offered to certificated managers, focusing on enhancing competencies in Professional Learning Communities (PLCs), writing, mathematics, and English Language Arts (ELA) through adopted technology programs. In addition to district-wide offerings, the district collaborated with external organizations, such as the Association of California School Administrators (ACSA), to provide specialized training in areas such as assessment, behavioral interventions, and evidence-based instructional strategies. Twenty site administrators also participated in an optional Administrator Mentor/Mentee program, where they were paired with another site administrator and met regularly to discuss self-selected topics. Mentors and mentees had the opportunity to shadow one another, fostering coaching and professional growth opportunities.

Action 2.15, Universal Transitional Kinder: This action was fully and successfully implemented. Transitional Kindergarten teachers met four times this year with the purpose of learning from one another and also to receive training. The new Preschool Transitional Kindergarten Learning Foundations (PKTKLF) were presented and TK teachers also had the opportunity to participate in county provided professional development along with OMSD PK teachers. Universal Pre Kinder (UPK) grant funds provided classroom furniture and supplemental materials for new PK and TK classrooms and eight TK Instructional Aides were funded from the grant. Recruitment materials for TK and PK students were also provided from the grant.

The Ontario-Montclair School District successfully implemented a variety of actions under Goal 2, enhancing teaching and learning with the goal of improving student oucomes. The Curriculum & Instruction Department delivered extensive professional development in humanities

and STEM, including Universal Design for Learning, math, reading, science, and English Language Development (ELD), with over 700 teachers trained in Write From the Beginning and 136 in No Red Ink. Instructional coaches received intensive training and facilitated monthly Coaching Collaborative meetings, while the Induction Program supported 57 new teachers through mentorship and professional development aligned with the California Standards for the Teaching Profession. Early literacy initiatives provided foundational training and coaching for TK-2 teachers, and Multi-Tiered System of Supports (MTSS) were implemented across all schools to address academic and behavioral needs. English Learner programs offered targeted professional development and coaching, while Special Education services expanded inclusive practices and provided specialized training.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

A material difference in Action 2.3 (Technology Integration) occurred due to the reallocation of one Teacher on Assignment, who was moved to support English language programs and professional development. As a result, actual expenditures were significantly lower than budgeted.

A material difference in Action 2.4 (Magnet, College and Career, & Specialty Programs) occurred due to the implementation of new GASB 96 (Governmental Accounting Standards Board) regulations, which took effect prior to the 2026 fiscal year. Several multiyear license agreements had to be paid by the end of the 2025 fiscal year, resulting in a lower expenditure for this action.

A material difference in Action 2.9 (EL Language Programs and PD) occurred due to increased expenditures on professional development for teachers and supplemental resources to support English learners.

A material difference in Action 2.10 (Professional Development in EL and LTEL Strategies) occurred because school sites were able to manage professional development internally using teacher release time, thereby reducing the need for substitute teachers. This led to decreased expenditures.

A material difference in Action 2.12 (SPED PD & Resources) occurred due to increased professional development opportunities provided to school Psychologists to support in progress towards IEP services.

A material change occurred in Action 2.14 (Administrative Leadership Development) due to the addition of a regional director's salary to support comprehensive middle schools, resulting in an increase in expenditures.

A material difference in Action 2.15 (Universal Transitional Kinder) occurred due to the hiring of additional personnel for transitional kindergarten classes, resulting in increased expenditures.

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

The Actions under 2.1 (Humanities and STEM PD & Resources) demonstrates mixed effectiveness. When comparing the 2023 and 2024 CA School Dashboard results, in ELA (All: 0.7 points improvement, SED: 1.1 points improvement, EL: 5.3 points improvement, FY: 4.1 points decline, SWD: 3.9 points decline, HY: 4.7 points decline) and Math (All: 4.7 points improvement, SED: 22.9 points decline, EL: 7.2 points improvement, FY: 2.6 points decline, SWD: 59.9 points decline, HY: 4.0 points decline). The district saw improvement in ELA DFS for English Learners (+5.3) and modest gains for All students (+0.7). However, Foster Youth (-4.1) and Students with Disabilities (-3.9) declined. In Math, results show broader growth for All students (+4.7), with English Learners gaining +7.2 points. However, SED students declined significantly (-22.9). Professional development appears most effective for English Learners but indicates a need for intensified strategies to support FY, SWD, and SED students in Math. These results highlight the necessity for more customized interventions. Moving forward, the district remains committed to refining instructional practices through continued coaching and professional development in Humanities and STEM, while ensuring appropriate resources meet the differentiated needs of at-promise student groups.

The Actions under 2.2 (Coaching and Support), 2.3 (Technology Integration), Action 2.14 (Administrative Leadership Development) which focus on building instructional capacity across the district, as measured by Metrics 2.1 (ELA Distance from Standard) and Metric 2.2 (Math Distance from Standard). Together, they demonstrated varied effectiveness across student groups. When comparing the 2023 and 2024 CA School Dashboard results, in ELA (All: 0.7 points improvement, SED: 1.1 points improvement, EL: 5.3 points improvement, FY: 4.1 points decline, SWD: 3.9 points decline, HY: 4.7 points decline) and Math (All: 4.7 points improvement, SED: 22.9 points decline, EL: 7.2 points improvement, FY: 2.6 points decline, SWD: 59.9 points decline, HY: 4.0 points decline). The combined impact shows notable success with English Learners, who improved +5.3 points in ELA and +7.2 points in Math. This suggests that when teachers receive job-embedded coaching (Action 2.2), have access to technology tools for differentiation (Action 2.3), and are supported by well-trained administrators (Action 2.14), English Learners benefit significantly. The integration of coaching support through Professional Learning Communities, combined with 1:1 technology devices and administrative walkthroughs, appears to create an effective system for English Learner achievement. However, these actions show a difference for several groups. Foster Youth declined -4.1 points in ELA and -2.6 points in Math, while Students with Disabilities experienced declines of -3.9 points in ELA and -59.9 points in Math. Socioeconomically Disadvantaged students showed a -22.9 point decline in Math. This indicates that the current coaching models, technology integration strategies, and leadership development will need to be ramped up in educational technology integration and selected to support differentiated instruction for struggling groups. The modest improvement for All students (+0.7 in ELA, +4.7 in Math) suggests these actions provide some benefit broadly, but the varied outcomes indicate a need for differentiation. The coaching provided through Action 2.2 will provide culturally responsive teaching strategies and trauma-informed practices. Administrative leadership development (Action 2.14) will emphasize equity-focused instructional leadership and data-driven decision making that specifically monitors and responds to achievement gaps.

The evaluation of Action 2.4 (Magnet, College and Career, & Specialty Programs) which focuses on providing equitable access to diverse programs shows positive progress towards the goal and is demonstrating effectiveness in outcome data. When comparing Chronic Absenteeism rates between the 2023 and 2024 CA School Dashboard, All: 6.8% decrease, SED: 7.0% decrease, EL: 6.9% decrease, FY: 10.6% decrease, SWD: 9.6% decrease, HY: 5.9% decrease. Attendance also saw positive improvement between the 2024 and 2025 school year with All +1.3%, EL +1.2%, SED +1%, FY +.9%. These improvements indicate that specialty programs not only reduce severe absenteeism but also promote regular daily attendance. In relation to school connectedness, our CHKS survey for 5th and 7th grade showed a +1 for 5th and +2 for 7th grade in feeling connected to school. The district maintains 100% student access to a broad course of study, ensuring all students can participate in specialty programs including AVID, GATE, Dual Language Immersion, STEM, Visual and Performing Arts, International Baccalaureate, and High School Credit courses. This universal access creates equitable opportunities for Low Income,

Foster Youth, and English Learner students to engage in enriching programs matched to their interests and talents. At the elementary level, the positive impact is evident across multiple sites. Notable improvements include Lincoln Elementary where chronic absenteeism for All students decreased from 28.5% to 18.5% (-10%), and Students with Disabilities improved dramatically from 51.5% to 35.5% (-16%). Elderberry Elementary saw English Learners improve from 23% to 11.1% (-11.9%). These school-specific gains suggest that elementary magnet programs and specialized offerings effectively engage younger students and their families. Middle school data shows equally impressive results. Wiltsey Middle School reduced chronic absenteeism for All students from 27.7% to 18.1% (-9.6%), with Hispanic students improving from 27.7% to 17.6% (-10.1%). Vernon Middle School's English Learners improved from 21.7% to 12.4% (-9.3%), and Homeless Youth decreased from 22% to 10% (-12%). The variety of programs at the middle school level - including AVID, arts programs, and High School Credit courses - appears particularly effective in maintaining engagement during these critical years. These improvements indicates the need to continue providing specialized programs for students to maintain increased attendance and connectedness. By offering students with a variety of programs and special interests will help expand their awareness and possibilities in their path to college or career. The comprehensive data across all metrics reveals that Action 2.4 is highly effective in creating conditions that support academic achievement. By offering diverse, engaging programs that match student interests and aspirations, the district has successfully maintained universal access to enriching educational opportunities, Increased student feelings of connection to school, dramatically reduced chronic absenteeism across all student groups, and improved daily attendance rates. The particular success with Foster Youth (10.6% reduction in chronic absenteeism) and Students with Disabilities (9.6% reduction) suggests that having multiple program options allows these vulnerable students to find their area of interest and develop stronger school connections. The college-going culture fostered through programs like AVID and High School Credit courses, combined with creative outlets through arts programs and intellectual challenges through GATE, Dual Immersion, and IB, creates a comprehensive system that addresses diverse student needs and interests.

In reviewing the effectiveness of Actions 2.5 (Early Literacy PD & Support) and 2.15 (Universal Transitional Kinder), early literacy gains are evident, with consistent improvement among most student groups based on our local i-Ready Assessment data. These complementary actions work together to establish a strong early literacy foundation, as measured by metric 2.3 (i-Ready Local Assessment for 3rd grade). The combined implementation demonstrates exceptional effectiveness across nearly all student groups. The synergy between providing specialized early literacy professional development (Action 2.5) and expanding Universal Transitional Kindergarten with trained staff (Action 2.15) has yielded impressive results. All students achieved the targeted +21% growth from beginning to end of year, meeting the +20% goal. Socioeconomically Disadvantaged students showed +22% growth, and English Learners demonstrated +21% growth, indicating these actions effectively support traditionally underserved populations in developing foundational reading skills. Particularly noteworthy is the exceptional performance of Foster Youth (+25% growth) and Homeless Youth (+26% growth). These results suggest that the combination of Enhanced Core Reading Instruction (ECRI) training for teachers, specialized TK instructional support, and the structured Universal TK program creates a protective factor for the district's most vulnerable young learners. The early intervention approach, beginning in Transitional Kindergarten and continuing through 2nd grade, appears to be successfully mitigating potential learning gaps before they widen. The one area requiring attention is Students with Disabilities, who achieved +12% growth, which is positive progress but falling short of the +20% target. This indicates that while the early literacy professional development and Universal TK expansion benefit most students, additional specialized strategies are needed for students with disabilities. The district plans to integrate special education support more intentionally into early literacy training and ensuring TK instructional assistants receive specific preparation for supporting students with diverse learning needs. The success of these combined actions is likely due to several factors: the research-based ECRI approach provides teachers with explicit instructional strategies, the expansion of TK offers an additional year of literacy preparation, and the focus on ages 4-8 captures the critical window for reading development. The investment in 38 teachers participating in the Reading and Literacy Added Authorization program further strengthens the district's capacity to deliver expert early literacy instruction.

The Actions under 2.6 (MTSS Academic Implementation), 2.7 (Intervention Resources), and 2.13 (Expanded Learning) form a comprehensive support system for academic achievement, as measured by metrics 2.1, 2.2, 2.3, 2.10, 2.11, 2.12, and 2.13. Additionally, Action 2.13's effectiveness is demonstrated through metric 2.6 (Student Access to Extracurricular Programs). When comparing the 2023 and 2024 CA School Dashboard results, they showed mixed effectiveness in ELA (All: 0.7 points improvement, SED: 1.1 points improvement, EL: 5.3 points improvement, FY: 4.1 points decline, SWD: 3.9 points decline, HY: 4.7 points decline) and Math (All: 4.7 points improvement, SED: 22.9 points decline, EL: 7.2 points improvement, FY: 2.6 points decline, SWD: 59.9 points decline, HY: 4.0 points decline). Early Literacy Progress (Metric 2.3) The i-Ready assessment data demonstrates strong effectiveness of these combined actions for early intervention. All student groups met or exceeded the +20% growth target except Students with Disabilities (+12%). Foster Youth showed exceptional growth at +25%, and Homeless Youth at +26%. This indicates that when MTSS implementation, diagnostic assessments, and expanded learning opportunities work in concert for younger students, they successfully accelerate learning. Action 2.13 with metric 2.6 ensures 100% of students have access to extracurricular programs, including before-school, after-school, and summer learning opportunities. This universal access is critical for providing additional academic support time beyond the regular school day. In comparing Elementary academic performance metrics, Elementary school data reveals significant variation in effectiveness. At Arroyo Elementary, English Learners declined -2.9 points in ELA despite all three support systems. However, Lehigh Elementary's English Learners improved +15.1 points, suggesting implementation quality varies significantly by site. In Math, Del Norte's Students with Disabilities improved +21.7 points, while Vineyard's Students with Disabilities declined -29.7 points, indicating varied MTSS implementation and intervention effectiveness across schools. Middle school results show similar disparities. Serrano Middle School achieved remarkable success with All students improving +12.1 points in ELA and +15.6 points in Math, while Vina Danks showed English Learners improving +15.4 points in ELA but Socioeconomically Disadvantaged students declining -8.5 points in Math. These variations suggest a need to support MTSS implementation, intervention resources, and expanded learning programs at the site level. The district MTSS external coaches will continue to support with Tier 3 interventions within the MTSS framework, particularly for Students with Disabilities, evaluate the use of our intervention resources to ensure improved outcomes for our student groups, and ensure expanded learning programs include targeted tutoring.

Actions 2.8 (EL Academic Programs and PD), 2.9 (EL Language Programs and PD), and 2.10 (Professional Development in EL And LTEL Strategies) aim to build the capacity of instructional staff working with ELs, improve language proficiency, and reclassification rates for English Learners. In comparing the English Learner Progress Indicator (ELPI) and Reclassification rates for the 2023-2024 school year, there was a decline in both the ELPI, 4.5% decline, and Reclassification rate, .4% decline. Our number of LTEL students between 2023 and 2024 was -9 students. Even if the data reflects a decrease in both ELPI and Reclassification rates, our English Learners show improvements in ELA (5.3 point increase) and Math (7.2 point increase) based on the 2024 CA School Dashboard. During the 2024-2025 school year, EL walkthrough took place at our school sites and professional development plans were developed to support in Designated and Integrated ELD. In addition, there was targeted grade level planning around ELD standard focus and language strategies to support our ELs, Long-Term ELs, and Newcomer students. By providing teachers and school teams with specialized professional development geared at language acquisition and programs to support our English Learners, Long-Term English Leaners, and Newcomer students, we can continue to strengthen delivery of instructional strategies to support in the increase of English language proficiency and reclassification and trend towards a decline in LTELs.

Actions 2.11 (SPED Academic Programs) and Action 2.12 (SPED PD & Resources) were effective in making progress towards Goal 2. For the 2024-2025 school year, the District piloted the Collaborative Classroom model in five classrooms across various schools. This model integrates students with special needs and general education students, grounded in the belief that all students can thrive, while promoting

meaningful interactions and learning experiences. The curriculum follows general education core standards, supplemented with evidence-based interventions to meet the specific needs of students with disabilities. The pilot classrooms took place at Bon View Elementary (4th-6th grade) with an Intervention Model, Howard Elementary (4th-6th grade) with a Bell-to-Bell Model, Haynes Elementary (1st-3rd grade) with an Intervention Model, Kingsley Elementary (4th-6th grade) with an Intervention Model, and Mariposa Elementary (Pre-Kindergarten) with a Bell-to-Bell Model. One school site saw remarkable success, with 3/4 of all students progressing at the expected rate of growth. Additionally, all school sites experienced an increase in both English Language Arts (8% at or above grade level in the Fall and 19% at or above grade level in Spring) and Math (5% at or above grade level in Fall and 15% at or above grade level in Spring) i-Ready scores, demonstrating the positive impact of the Collaborative Classroom model.

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

The baseline for Metric 2.1 (CAASPP ELA-Distance from Standard) and 2.2 (CAASPP Math-Distance from Standard) have been updated to reflect current Baseline data and Targeted Outcomes for Long Term English Learners (LTELs). LTEL ELA and Math data became available in the 2024 CA School Dashboard.

The Metric description for Metric 2.3 was revised to reflect the August to May data that is provided for 3rd Grade and the Year 3 Outcome Data was adjusted for the All student group to align with the +20 growth target established for the other student groups.

The Action Description for Action 2.3 has been revised to include the added LREBG funding amount.

The Total Funds for Action 2.3 for the 2025-2026 reflect a significant budget decrease from the 2024-2025 school year due to a decrease of one FTE and non renewal of a technology program.

The Action Description for 2.5 was revised to include the added LREBG funding amount. The Total Funds for Action 2.5 for the 2025-2026 also reflected a significant budget decrease from the 2024-2025 school year due to a budget reduction that included 2 classified FTE's at each of the 33 school sites.

The Action Description for Action 2.7 was revised to include the added LREBG funding amount.

The Outcome for Metric 2.15 (Chronic Absenteeism) has been revised to establish a new three-year target, as the Year 1 results already meet the original Year 3 goal.

The Total Funds for Action 2.15 for the 2025-2026 reflect a significant budget increase from the 2024-2025 school year due to the expansion of Transitional Kinder within the district.

The Outcome for Metric 2.17 (Chronic Absenteeism School and Student Group-Elementary) has been revised to establish a new three-year target for most student groups, as the Year 1 results already meet the original Year 3 goal.

The Outcome for Metric 2.18 (Chronic Absenteeism School and Student Group-Middle School) has been revised to establish a new three-year target for most student groups, as the Year 1 results already meet the original Year 3 goal.

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	Humanities and STEM PD & Resources	The Learning & Teaching Division will provide professional development, instructional strategies, coaching, and support in the area of Language Arts, Social Studies, Science, Technology, and Engineering, and Math (STEM), principally directed low income, foster youth, and English learners, to ensure high levels of learning, as measured by M2.1, M2.2, M2.10, M2.11, M2.12, and M2.13.	$1,237,789.00	Yes
2.2	Coaching & Support	The Learning & Teaching Division will provide professional learning through job-embedded coaching, mentoring and demonstration classes, principally directed for low income, foster youth and English learners to support teachers, including a teacher Induction program for multiple subject and single subject teachers, as measured by M2.1 and M2.2.	$668,993.00	Yes
2.3	Technology Integration	The Learning & Teaching Division will provide professional development, digital licenses, educational technology resources, and platforms for staff and students, principally directed to low income, foster youth, and English learners to support educators in offering students access to technology integration across content areas, including, delivering instruction in the computer sciences, coding, and robotics, as measured by M2.1 and M2.2. LREBG Action: $179,681	$273,865.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Magnet, College and Career, & Specialty Programs	The Learning & Teaching Division will provide specialty programs and support to students in areas such as VAPA, STEM, AVID, GATE, Dual Immersion, Sports, High School Credit Courses, Technology and Music, principally directed to low income, foster youth, and English learners to address their specific talents and needs in order to provide equitable access to core instruction and ensure high levels of learning, and increase college and career readiness, as measured by M2.7, M2.8, M2.9, M2.15, M2.16, M2.17, M2.18.	$2,734,930.00	Yes
2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	The Learning & Teaching Division will provide professional development, resources, coaching and support to Transitional Kinder (TK) - 2nd Grade educators, principally designed to low income, foster youth, and English learners to ensure high levels of early literacy, as measured by M2.3. LREBG ACTION: $461,537	$926,272.00	Yes
2.6	MTSS Academic Implementation	The District will support all 33 schools with their ongoing implementation of a comprehensive District supported Multi-Tiered System of Support (MTSS) designed for school leadership teams to embed research and evidence-based academic (SEL/behavior addressed in Goal 3) practices, consistent procedures, student tiered supports and strategies, principally designed for low income, foster youth, and English learners to increase and improve equity and access as measured by M2.1, M2.2, M2.3, M2.10, M2.11, M2.12, and M2.13.	$17,563,256.00	Yes
2.7	Intervention Resources & Assessment	The Learning & Teaching Division will provide educational software programs such as i-Ready Teacher Toolkit, Accelerated Reader, Early Progress Monitoring Programs, Next Gen Math, and Illuminate Education to monitor student progress through summative and formative assessments and to identify supports and interventions, principally directed to low income, foster youth, and English learners to address the academic needs of students as measured by M2.1, M2.2, M2.3, M2.10, M2.11, M2.12, and M2.13.	$2,940,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG ACTION: $1,928,315		
2.8	EL Academic Programs & PD	The Learning & Teaching Division will provide academic and multilingual programs designed for English learners and Long Term English Learners (LTELs) to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities, principally directed to English Learners to ensure students are monitored and make progress towards reclassification, as measured by M2.4 and M2.5.	$1,094,702.00	Yes
2.9	EL Language Programs & PD	The Learning & Teaching Division will provide ELs and LTELs language programs designed to promote linguistic and multilingual achievement by providing educators high quality professional development, coaching, monitor student linguistic interactions and progress, and ongoing and sustainable professional development in evidence-based strategies, principally directed to English Learners to support designated and integrated English Language Development in the classroom, as measured by M2.4 and M2.5.	$325,741.00	Yes
2.10	Professional Development in EL and LTEL Strategies	The Learning & Teaching Division will provide ongoing professional development for teacher on EL instructional strategies to increase language proficiency to support ELs and LTELs, as measured by M2.4, M2.5, and M2.14	$168,235.00	Yes
2.11	SPED Academic Programs	OMSD SELPA will provide programs, principally directed to low income students with disabilities to meet individually identified instructional and learning needs in the areas of autism, orthopedic impairment, functional academics, speech and language, behavioral intervention, inclusion and individualized literacy programs.	$45,853,780.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	SPED PD & Resources	OMSD SELPA will provide teachers and support staff professional development on inclusive practices, increased student access to core curriculum and monitoring student progress towards IEP goals, to accelerate achievement for students with disabilities.	$28,325.00	No
2.13	Expanded Learning	The Learning & Teaching Division will coordinate learning and enrichment programs to ensure students have opportunities to extend their learning and special interests through before-school, after-school, spring and summer school instructional programs, principally directed to low income, foster youth, and English Learners, to bridge and accelerate learning across all content areas, as measured by M2.1, M2.2, M2.3, M2.6, M2.10, M2.11, M2.12, and M2.13.	$19,057,323.00	No
2.14	Administrative Leadership Development	The District will promote a system of support to develop the leadership capacity of certificated management aligned to Multi-Tiered System of Supports, Local Control and Accountability Plan, Federal LCAP Addendum and the District Five-Year Action Plan, principally directed to low income, foster youth, and English learners students to improve ELA and Math performance, as measured by M2.1 and M2.2.	$542,579.00	No
2.15	Universal Transitional Kinder	The Learning & Teaching Division will provide Transitional Kindergarten staff professional development, resources, coaching, and support for research and evidence-based practices for curriculum implementation for all students to support core subject areas, as measured by M2.3.	$1,303,737.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be provided equitable access to social-emotional and behavioral supports through the implementation of a Multi-Tiered System of Supports, including student social, emotional, and behavioral health and engagement with peers, families, staff, and the community, to increase instructional time through improved attendance and access to grade level instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Broad Goal will sustain the progress the District has been moving towards to ensure all students' social-emotional and behavioral needs are met through a multi-tiered system of support. The goal to decrease chronic absenteeism, decrease suspensions and increase student connectedness and feeling of safety was developed in response to an analysis of engagement. Climate, and student California Healthy Kids (CHKS) data, which highlighted disparities among various student groups. This goal aims to address these disparities, with a focus on supporting identified student groups that may need more support while also maintaining and improving the social emotional and behavioral wellbeing of the groups performing at or above the standard levels. Improving attendance and decreasing chronic absenteeism are evidence-based practices that will improve student learning outcomes.

The data used to develop the goal provided insight on student engagement and school climate across the district, indicating an average percentage of 23.1% chronically absent, 1.6% Suspension rate, 5th grade at 70% school connectedness and 73% feeling safe at school, and 7th grade 54% connectedness and 54% feeling safe at school. Engagement and climate data was compared to student groups and demonstrated that some groups faced more challenges than others: In chronic absenteeism, socioeconomically disadvantaged (SED) were 24.3%, students with disabilities (SWD) 31.6%, and homeless youth (HY) 27.8%. In Suspension rates, socioeconomically disadvantaged were 1.7%, FY 2.7%, SWD 1.9%, and HY 1.7%. Conversely, some groups had a lower chronic absenteeism rate (Filipino and Asian) and some groups had a lower suspension rate (American Indian, English learners, Filipino, Foster Youth, Hispanic, and Two or More Races). This data showed a need for identifying priority areas for tiered social-emotional learning and behavioral intervention, practices, strategies, and consistent procedures,

The development of the goal was influenced by our educational partners, including teachers, school administrators, parents, community, and students. Our educational partners emphasized the importance of supporting the social emotional wellbeing of students and supporting students with behavioral needs and strategic allocation of resources.

By aligning actions with measurable outcomes, the district aims to create a specific plan for decreasing chronic absenteeism, maintaining a low suspension rate and supporting students' social-emotional wellbeing. By using data alongside our educational partner input, we can ensure a focus on the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%	2024 CA Dashboard All 16.3% SED 17.3% EL 14.7% FY 11.8% SWD 22% HY 21.9%		CA School Dashboard All 14.8% SED 15.8% EL 13.2% FY 10.3% SWD 20.5% HY 20.4%	All -6.7% SED -7% EL -6.9% FY -10.6% SWD -9.6% HY -5.9%
3.2	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%	2025 Student Information System (SIS) All 96.2% EL 96.6% SED 96% FY 96.3%		Student Information System (SIS) All 97.7% EL 97.7% SED 97.7% FY 97.7%	All +1.3% EL +1.2% SED +1% FY +.9%
3.3	Suspension Rate Source: CA School Dashboard	2023 CA School Dashboard All 1.6% SED 1.7% EL 1.3% FY 2.7% SWD 1.9% HY 1.7%	2024 CA School Dashboard All 1.2% SED 1.3% EL .8% FY 0% SWD 1.3% HY .8%		CA School Dashboard All .7% SED .8% EL .4% FY 1.8% SWD 1% HY .8%	All -.4% SED -.4% EL -.5% FY -2.7% SWD -.6% HY -.9%
3.4	California Healthy Kids Survey (CHKS) 5th Grade	2024 CHKS Survey School Connectedness 70%	2025 CHKS Survey		CHKS Survey	School Connectedness +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Healthy Kids Survey	Feel Safe at School 73%	School Connectedness 71% Feel Safe at School 72%		School Connectedness 73% Feel Safe at School 76%	Feel Safe at School -1%
3.5	California Healthy Kids Survey (CHKS) 7th Grade Source: CA Healthy Kids Survey	2024 CHKS Survey School Connectedness 54% Feel Safe at School 54%	2025 CHKS Survey School Connectedness 56% Feel Safe at School 57%		CHKS Survey School Connectedness 57% Feel Safe at School 57%	School Connectedness +2% Feel Safe at School +3%
3.6	California School Staff Survey Source: CA School Staff Survey	2024 CA School Staff Survey Supportive/Inviting place to work 93%	2025 CA School Staff Survey Supportive/Inviting place to work 92%		CA School Staff Survey Supportive/Inviting place to work 94%	Supportive/Inviting place to work -1%
3.7	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8%	2024 CA School Dashboard Elementary and K-8 Arroyo All 21.4% EL 19.6% HY 26.7% Berlyn ALL 18.1% EL 13.4% HY 24.7% SED 18.8% SWD 29.2% HI 15.7%		CA School Dashboard Elementary and K-8 Arroyo ALL: 19.9% EL: 18.1% HY: 25.2% Berlyn ALL: 16.6% EL: 11.9% HY: 24.7% SED: 17.3% SWD: 27.7% HI: 14.2%	Arroyo All -6.9% EL -9.4% HY -20.7% Berlyn ALL -4.6% EL -4.6% HY -3% SED -5.2% SWD -6.3% HI -6.1% Bon View ALL -9.4% HY -.3% SWD -12.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte All 30.5% SWD 36% Edison ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5% Euclid All 18.4% HY 23.4% Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18% Lincoln ALL 28.5% EL 21.9%	Bon View ALL 17.9% HY 32.3% SWD 20.2% Del Norte All 27.1% SWD 38.7% Edison ALL 10.4% HY 25.5% SED 12.2% HI 11% Elderberry ALL 18% EL 11.1% HY 21.4% SED 19% SWD 22.9% AA 53.1% Euclid All 11.4% HY 7.3% Lehigh ALL 14.7% EL 12.7% HY 22.1% SED 15.6% HI 14.8% Lincoln ALL 18.5%		Bon View ALL: 16.4% HY: 30.2% SWD: 18.7% Del Norte ALL: 25.6% SWD: 37.2% Edison ALL: 8.9% HY: 24.0% SED: 10.7% HI: 9.5% Elderberry ALL: 16.5% EL: 9.6% HY: 19.9% SED: 17.5% SWD: 21.4% AA: 44.5% Euclid ALL: 9.9% HY: 5.8% Lehigh ALL: 13.2% EL: 11.2% HY: 20.6% SED: 14.1% HI: 13.3% Lincoln ALL: 17.0%	Del Norte All -3.4% SWD +2.7% Edison ALL -4.7% HY +.5% SED -5.6% HI -4.9% Elderberry ALL -9.1% EL -11.9% HY -7.3% SED -9.7% SWD -8.8% AA +5.6% Euclid All -7% HY -16.1% Lehigh ALL -2.7% EL -4.5% HY +.5% SED -2.3% HI -3.2% Lincoln ALL -10% EL -9.1% HY -11.4% SED -9% SWD -16% HI 9.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY 34.5% SED 27.5% SWD 51.5% HI 25.2% Montera ALL 28.8% EL 28% HY 25.9% SED 29.8% Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31% Haynes All 26.9% HY 29.4% Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%	EL 15.8% HY 23.1% SED 18.5% SWD 35.5% HI 15.9% Montera ALL 20.3% EL 19% HY 31.4% SED 21.7% Ramona ALL 21.7% SED 22.8% SWD 20.8% HI 22.4% Haynes All 17.1% HY 20.8% Vineyard ALL 9.1% EL 9.1% HY 11% SED 9.2% SWD 16.4% HI 8.7%		EL: 14.3% HY: 21.6% SED: 17.0% SWD: 34.0% HI: 14.4% Montera ALL: 18.8% EL: 17.5% HY: 29.9% SED: 20.2% Ramona ALL: 20.2% SED: 21.3% SWD: 19.3% HI: 20.9% Haynes ALL: 15.6% HY: 19.3% Vineyard ALL: 7.6% EL: 7.6% HY: 9.5% SED: 7.7% SWD: 14.9% HI: 7.2%	Montera ALL -8.5% EL -9% HY +5.5% SED -8.1% Ramona ALL -8.7% SED -8.6% SWD -17.7% HI -8.6% Haynes All -9.8% HY -8.6% Vineyard ALL -4.8% EL -2.8% HY -11.8% SED -5.4% SWD -9% HI -3.9%
3.8	Chronic Absenteeism-School and Student Group (Middle School) Percentage Source: CA School Dashboard	2023 CA School Dashboard Middle School Wiltsey ALL 27.7% EL 26.1%	2024 CA School Dashboard Middle School Wiltsey ALL 18.1% EL 18.5%		CA School Dashboard Middle School Wiltsey ALL: 16.6% EL: 17.0%	Wiltsey ALL -9.6% EL -7.6% HY -5.9% SED -9.2% SWD -8.4% AA +.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7% Serrano ALL 21.5% EL 26.7% SED 22% HI 21.6% Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%	HY 27.7% SED 18.9% SWD 27.7% AA 30.8% HI 17.6% Serrano ALL 14.8% EL 17.4% SED 15.5% HI 14.3% Vernon ALL 13.8% EL 12.4% HY 10% SED 13.9% SWD 17.3% HI 13.4%		HY: 26.2% SED: 17.4% SWD: 26.2% AA: 28.4% HI: 16.1% Serrano ALL: 13.3% EL: 15.9% SED: 14.0% HI: 12.8% Vernon ALL: 12.3% EL: 10.9% HY: 8.5% SED: 12.4% SWD: 15.8% HI: 11.9%	HI -10.1% Serrano ALL -6.7% EL -9.3% SED -6.5% HI -7.3% Vernon ALL -3.5% EL -9.3% HY -12% SED -3.8% SWD -8.4% HI -4%
3.9	Suspension Rate-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 2.5% HOM 6.8% Del Norte All 1.9% AA 7%	2024 CA School Dashboard Elementary and K-8 Arroyo All 1.5% HOM 2.2% Del Norte All .9% AA 10.6%		CA School Dashboard Elementary and K-8 Arroyo All 1.6% HOM 5.6% Del Norte All 1% AA 5.8%	Arroyo All -1% HOM -4.6% Del Norte All -1% AA +3.6%
3.10	Suspension Rate-School and Student Group (Middle School) Percentage	2023 CA School Dashboard Middle School	2024 CA School Dashboard Middle School		CA School Dashboard Middle School	Wiltsey All +1.5% AA -11.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	Wiltsey All 1.9% AA 19.1%	Wiltsey All 3.4% AA 7.3%		Wiltsey All 1% AA 17.3%	
3.11	CAASPP ELA- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS 2024 CA School Dashboard LTEL -89.1 DFS	2024 CA School Dashboard All -25.9 Points DFS SED -30.9 DFS EL -62.6 DFS LTEL -89.1 DFS FY -67.2 DFS SWD -98.2 DFS HY -53.8 DFS		CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL -70 DFS FY -48.1 DFS SWD -70 DFS HY -34.1DFS	All +.7 DFS SED +1.1 DFS EL +5.3 DFS LTEL Not Applicable FY -4.1 DFS SWD -3.9 DFS HY -4.7 DFS
3.12	CAASPP Math- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -32 DFS EL -88.3 DFS FY -79.7 DFS SWD -59.6 DFS HY -71.5 DFS 2024 CA School Dashboard LTEL 137.7 DFS	2024 CA School Dashboard All -49.8 Points DFS SED -54.9 DFS EL -81.1 DFS LTEL -137.7 DFS FY -82.3 DFS SWD -119.5 DFS HY -75.5 DFS		CA School Dashboard All -45.5 Points DFS SED -17 DFS EL -73.3 DFS LTEL -95 DFS FY -74.7 DFS SWD -44.6 DFS HY -56.5 DFS	All +4.7 DFS SED -22.9 DFS EL +7.2 DFS LTEL Not Applicable FY -2.6 DFS SWD -59.9 DFS HY -4 DFS
3.13	Expulsion Rate Source: Dataquest	2022-2023 Dataquest All 0% EL 0% SED 0% FY 0%	2023-2024 Dataquest All 0% EL 0% SED 0% FY 0%		Dataquest All 0% EL 0% SED 0% FY 0%	All 0% EL 0% SED 0% FY 0%

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.

The Ontario-Montclair School District (OMSD) successfully implemented Goal 3 by prioritizing students' social-emotional and behavioral well-being. Recognizing the important role of emotional health in academic success, the district emphasized fostering a supportive and engaging environment for all students. Teachers and support staff expanded their roles to address students' social-emotional and behavioral needs, aiming to make a positive impact on engagement and reduce chronic absenteeism. By integrating social-emotional learning (SEL) into daily practices and promoting positive school climates, OMSD created spaces where students felt safe, valued, and connected. This approach not only improved attendance rates but also contributed to overall student well-being and academic achievement.

Action 3.1, MTSS SEL & Behavioral PD Implementation: The district successfully implemented this action, prioritizing the social-emotional and behavioral well-being of students. Teachers and support staff received professional development in Social-Emotional Learning (SEL), Tiered Behavior Support and Intervention, Suicide Prevention, Trauma-Informed Classroom Practices, Self-Care, and Restorative Practices. Over 100 staff members attended the California Positive Behavior Intervention and Supports (PBIS) Conference to enhance positive school culture and increase student access to academics. Additionally, certificated and classified staff participated in the Beyond Consequences trauma-informed training to better support students in accessing academics. Site Outreach Consultants continued to develop their skills in engaging staff through behavior and SEL instructional coaching cycles. During the 2024–2025 school year, OMSD established a functioning Community School Council to oversee the district-wide implementation of the California Community Schools strategy, supporting the academic, behavioral, and social-emotional needs of the whole child across all 33 schools. Utilizing this strategy, staff, students, and families gained in-district access to case management and mental health services within a comprehensive system of care. OMSD was recognized as an exemplar district in implementing the California Community Schools strategy, leading to its inclusion in the state's Community School Deep Dive cohort and designation as a Community School Learning Visit district. Embracing the "whole-child" approach, the district collaborated closely with teachers, students, families, and partners to provide services such as behavior consultation, mental health support, case management, crisis response, and school nursing. These services were delivered by a dedicated team, including Outreach Consultants, Counselor/Outreach Consultants, School/Family Outreach Assistants, School Nurses, Mental Health Interns, Clinical Therapists, Intervention Specialists, and Clinical Supervisors, effectively reducing barriers to learning and promoting student success.

Action 3.2, Social-emotional Intervention Resources & Assessment: The district successfully implemented this action across all 33 schools. Each site utilized the Panorama Social-Emotional Learning (SEL) universal screener, Positive Behavior Interventions and Supports (PBIS) Rewards system, School-Wide Information System (SWIS), and the California Healthy Kids Survey (CHKS). These tools enabled school teams to effectively identify students requiring tiered interventions by providing comprehensive data on student well-being, behavior, and school climate. Furthermore, interventions and supports were systematically documented within the Panorama platform, strengthening the Coordination of Services Team (COST) and Student Study Team (SST) processes. This centralized documentation facilitated more accurate data analysis and allowed for the implementation of targeted, needs-based interventions, thereby supporting the district’s Multi-Tiered System of Supports (MTSS) framework specifically in the areas of Behavior and Social-emotional learning.

Actions 3.3 and 3.4, Case Management Integrated Supports and Mental Health and Crisis Integrated Supports: The district successfully implemented this action by integrating community resources and case management services to support students and families experiencing homelessness and economic hardship. School staff incorporated dedicated Social-Emotional Learning (SEL) instructional minutes and provided integrated SEL throughout the school day, offering tiered supports based on individual needs and behavioral functions. To further support families and students within their school communities, wellness portables are being installed at 18 OMSD school sites. Five sites have completed installations, with the remaining 13 scheduled for completion by summer 2025. During the 2024–2025 school year, the district maintained a functioning OMSD Community School Council, providing oversight and guidance for the ongoing implementation of the California Community Schools strategy. This initiative supports the academic, behavioral, and social-emotional needs of the whole child across all 33 schools. Through this strategy, staff, students, and families received in-district access to case management and mental health services within a comprehensive system of care. Additionally, as part of this action, the Red Ribbon Week Campaign created opportunities for students to engage in open dialogue with school staff about the importance of remaining drug- and alcohol-free and how to seek help when needed.

Action 3.5, Mental Health Support for Staff: Mental health support for staff was provided when needed. This service allowed for in-the-moment support as well as linkage to appropriate services for ongoing support and services. The District continues to offer the Employee Assistance Program (EAP) to all eligible contracted employees and thereby supporting full implementation of the action.

Actions 3.6 and 3.7, School Climate & Student Engagement and Expanded Learning: This year OMSD provided specific support to mentors through trainings around appropriate adult interactions put on in conjunction with the Child Welfare and Attendance (CWA) Department. Additionally the school district funded 12.5 FTE mentor positions to support with site behavioral and social emotional needs. All elementary and middle schools offered a wide variety of academic, enrichment and physical fitness opportunities in their after-school programs. To date over 1600+ clubs or activities have been offered across OMSD schools in addition to a robust after school athletics program that includes intramural sports for all students and club or travel sports in baseball, basketball, volleyball, and soccer. OMSD has increased the number and variety of clubs sports this year, tripling the number of opportunities for students to stay physically fit. This year OMSD received a Golden Bell Award for its work in expanded learning. Through our continuing efforts to expend on enrichment and academic offerings in the after school programs to support students and families, the offerings included: After School Interventions, Clubs and Activities including Aqua aerobics, Healthy eating clubs, Cooking classes, Beauty club, Robotics and Drone,
E-sports, Middle School and Elementary Sports Club/Amateur Athletics Union (AAU) Sports expansion, Boxing. In addition to clubs and activities run by OMSD staff, the district also partnered with over 15 community based organizations who provided unique opportunities for students and school sites including, Karate, Tennis, Boxing, Chess, Painting and Art, leadership, and Ballet Folklorico, resulting in full implementation of these actions.

Action 3.8, SPED SEL PD: The Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) successfully implemented comprehensive professional development initiatives to equip teachers and support staff with the skills necessary to support students with disabilities. These initiatives focused on behavior management, classroom engagement, and the development of social skills. As part of the professional development catalog, specialized training was offered on developing function-based behavior goals, creating intervention plans, and employing data collection techniques to measure progress toward these goals. This training aimed to enhance educators' abilities to implement effective strategies tailored to individual student needs. Additionally, ongoing support was provided by Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs). These professionals offered individualized

guidance to staff, assisting in managing student behavior, increasing engagement, and promoting social skill development. Their expertise was instrumental in helping educators address classroom challenges and implement evidence-based practices effectively.

Action 3.9, Cultural Proficiency & Equity: The SELPA and Equity Division successfully implemented the adopted equity framework to ensure that all district and school personnel were equipped to foster Culturally Responsive and Sustaining Practices. This comprehensive initiative supported racially, linguistically, and ethnically diverse students, including those in special education, at-promise populations, and Gifted and Talented programs. A key component of this effort was the Equity Talks series, which facilitated critical discussions among educators and educational partners on issues of equity, inclusion, and advocacy. Additionally, the Equity Through Unity Committee was established to oversee the development, implementation, and progress monitoring of actionable equity-based interventions. To further cultivate an inclusive and culturally affirming learning environment, Five Equity Modules were presented to schools throughout the 2024-2025 academic year. These modules—Greeting Our Children, Our Families, Our Community; My Name, My Identity; Positive Communication; Family and Community Engagement; Recognizing Bias; and Culturally Relevant and Sustainable Practices—provided educators with research-based strategies to enhance culturally responsive pedagogy, promote positive identity formation, and strengthen family-school partnerships. Moreover, the Equity Café served as a professional learning and resource hub for site administrators, offering ongoing guidance on equity-driven practices. Collaborations with educational partners ensured alignment with research-based best practices, reinforcing systemic efforts to advance Multi-Tiered System of Supports (MTSS), student advocacy, and meaningful family engagement. These initiatives were assessed by comparing students' feeling of connectedness and safety, ensuring accountability and measurable progress in fostering inclusive and equitable educational environments.

Action 3.10, Security & Campus Wellbeing: Child Welfare, Attendance, and Records coordinated Campus Safety Officer (CSO) assignments and third-party security coverage at high-priority campuses to ensure consistent supervision and timely response. Collaboration with the Ontario Police Department and alignment with School Resource Officers strengthened coordination and supported site-level safety planning. A structured system for documenting CSO visits and incidents was implemented to enhance accountability. Digital safety was supported through the expanded use of the Securly platform, with a districtwide protocol guiding timely follow-up by counselors and mental health staff. Site capacity was further strengthened through targeted staff training on incident documentation, student searches, de-escalation, and after-hours safety. Clear roles and escalation procedures were reinforced, and civility expectations were communicated to support respectful interactions and a safe campus environment.

Overall the district's implementation of Goal 3 has been very successful. Students' social-emotional and behavioral needs were a target and focus in building student engagement, decreasing chronic absenteeism, and increasing attendance. Additionally, one of the highlights of this action is the oversight of the new Equity Division that created an equity committee to support in the planning, development and implementation of the newly adopted equity framework.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

A material difference in Action 3.2 (Social-emotional Intervention Resources & Assessment) occurred with the inclusion of a portion of the salary for staff supporting implementation of tiered interventions.

A material difference in Action 3.3 (Case Management Integrated Supports) occurred with the addition of an insurance enrollment specialist's salary to this action.

A material difference in Action 3.7 (Expanded Learning-Enrichment Opportunities) occurred due to the expansion of sports and club offerings, which required additional timecards and resources to support increased student participation. As a result, expenditures exceeded the original budget.

A material difference in Action 3.8 (SPED SEL PD) occurred due to the use of an external vendor to provide professional development. As a result, the need for time carding teachers to deliver the training was significantly reduced, leading to lower overall costs.

A material difference in Action 3.9 (Cultural Proficiency & Equity) occurred due to a one-time stipend and associated benefit increase applied to the salary allocation for the Equity Through Unity Committee. This adjustment resulted in higher-than-anticipated costs.

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

The district focused on implementing a range of strategies found in Goal 3 to promote social emotional, behavioral, and campus wellbeing and safety. Over the 2024-2025 school year, the effectiveness of the specific actions towards achieving Goal 3, which focuses on providing social emotional, behavioral, intervention, resources, safety, and student engagement, and enrichment opportunities, was consistently implemented across different actions.

The actions under 3.1 (MTSS SEL & Behavioral PD Implementation), 3.6 (School Climate & Student Engagement), 3.7 (Expanded Learning-Enrichment Opportunities), and 3.8 (SPED SEL PD) which focus on a multitiered system of support for social emotional learning and behavioral, student engagement, enriching opportunities, and specific SEL PD for SPED students demonstrated improvement for all groups in Chronic Absenteeism between 2023 and 2024 with All -6.7%, SED -7%, EL -6.9%, FY-10.6%, SWD -9.6%, and HY -5.9%. In comparing the Attendance rate from the local SIS system for 2024-2025, students also demonstrated an improvement for all student groups with All +1.3%, EL +1.2%, SED +1%, and FY +.9%. In relation to school connectedness, our CHKS survey for 5th and 7th grade showed a +1 for 5th and +2 for 7th grade in feeling connected to school and -1% for 5th and +3% for 7th in feeling safe at school. At the elementary level, the positive impact in implementing actions 3.1, 3.6, and 3.7 is evident across multiple sites. Notable improvements include Lincoln Elementary where chronic absenteeism for All students decreased from 28.5% to 18.5% (-10%), and Students with Disabilities improved dramatically from 51.5% to 35.5% (-16%). Elderberry Elementary saw English Learners improve from 23% to 11.1% (-11.9%). These school-specific gains suggest that elementary magnet programs and specialized offerings effectively engage younger students and their families. Middle school data shows equally impressive results. Wiltsey Middle School reduced chronic absenteeism for All students from 27.7% to 18.1% (-9.6%), with Hispanic students improving from 27.7% to 17.6% (-10.1%). Vernon Middle School's English Learners improved from 21.7% to 12.4% (-9.3%), and Homeless Youth decreased from 22% to 10% (-12%). In metric 3.6, staff reporting a supportive/inviting workplace declined slightly from 93% to 92% (-1%). While still high, this indicates that implementing comprehensive MTSS frameworks, managing multiple support staff, and coordinating enrichment programs may be creating additional stress on educators. The professional development

provided through Action 3.1 appears to maintain high satisfaction, but the intensity of implementation across all three actions requires monitoring. The data reveals that these three actions create a powerful system for student engagement. Action 3.1, MTSS professional development equips all staff with trauma-informed practices, PBIS strategies, and restorative approaches, creating a consistent, supportive environment. Action 3.6, Student Mentors, Outreach Consultants, and Site Outreach Assistants provide individualized attention to struggling students, with Alternative Learning environments offering intensive support. Action 3.7, over 1,600 clubs/activities and expanded sports programs give students multiple pathways to connect with school beyond academics and therefore showed the effectiveness in the implementation of this goal.

The evaluation of action 3.2 (Social-emotional Intervention Resources & Assessment) which focuses on identifying appropriate tiered supports and interventions through the implementation of platforms showed effectiveness as our CHKS survey for 5th and 7th grade with a +1 for 5th and +2 for 7th grade in feeling connected to school and -1% for 5th and +3% for 7th in feeling safe at school. In comparing the CA School Dashboard Suspension rate, the All student group was at -.4%, SED -.4%, EL -.5%, FY -2.7%, SWD -.6%, HY -.9%. Our expulsion rate stayed at 0% between the 2023 and 2024 Dashboard reporting period. The decline in student suspensions, 0% expulsions, and increase in students feeling connected and safe at school demonstrates the continued need of having monitoring systems for social-emotional and behavioral needs that allow school staff to properly target and provide the appropriate tiered supports and interventions for students.

Actions 3.3 (Case Management Integrated Supports) and 3.4 (Mental Health & Crisis Integrated Support) which focus on supporting families by provided wrap around services to students, showed effectiveness based on outcome data. Based on the CA School Dashboard, Chronic Absenteeism between 2023 and 2024 declined for all groups with All -6.7%, SED -7%, EL -6.9%, FY-10.6%, SWD -9.6%, and HY -5.9%. In comparing the Attendance rate from the local SIS system for 2024-2025, students also demonstrated an improvement for all student groups with All +1.3%, EL +1.2%, SED +1%, and FY +.9%. The dramatic improvement for Foster Youth particularly highlights how addressing both material needs and psychological well-being removes critical barriers to attendance. Students with Disabilities improved from 31.6% to 22% (-9.6%), suggesting that coordinated support services help students with complex needs maintain consistent attendance. The combination of ensuring basic needs are met (Action 3.3) while providing trauma-informed mental health support (Action 3.4) creates stability that enables regular school attendance. When students don't worry about food, clothing, or untreated mental health needs, they can focus on being present at school. The integrated supports also show powerful site-specific impacts. Exceptional Improvements were made in the Elementary sites such as, at Euclid where Homeless Youth improved from 23.4% to 7.3% (-16.1%), demonstrating how coordinated case management and mental health services can stabilize highly vulnerable students. At Lincoln, Students with Disabilities improved from 51.5% to 35.5% (-16%), showing that addressing both physical and emotional needs helps students with complex challenges attend more regularly. At Elderberry, Socioeconomically Disadvantaged students improved from 28.7% to 19% (-9.7%), indicating the case management services effectively address poverty-related barriers. Some persistent challenges were noticed at Montera where Homeless Youth increased in Chronic Absenteeism from 25.9% to 31.4% (+5.5%). In the Middle School level, there were dramatic successes at Vernon where Homeless Youth improved from 22% to 10% (-12%), showing how critical these services are during adolescence. Wiltsey also saw a dramatic success, Students with Disabilities improved from 36.1% to 27.7% (-8.4%), demonstrating that mental health support helps students manage both disability-related and adolescent challenges. Overall, all middle school showed improvements for Socioeconomically Disadvantaged students, with Vernon improving from 17.7% to 13.9% (-3.8%). The integration of case management and mental health services creates a powerful support system that addresses basic needs (Action 3.3) by eliminating barriers like lack of food, clothing, and healthcare access so students can gain the stability necessary for regular attendance. Trauma-informed mental health services (Action 3.4), helps students process adverse experiences and develop coping strategies. The data strongly suggests these services are most effective for Foster Youth

who may face both material instability and trauma, Homeless Youth who benefit from coordinated services addressing housing, food, and emotional support, and Students with Disabilities who may have both health-related needs and other health challenges.

Action 3.5 (Mental Health Support for Staff) showed a 1% decline between the staff feeling they are in a supportive/inviting place to work, as demonstrated in the CA School Staff Survey. Even as this action showed 1% decline, the amount of staff feeling support is at 92% which shows the importance of being able to provide staff with access to mental health and de-escalating crisis response to support a safe and healthy workplace environment. The service further allows for linkage to appropriate services for ongoing support and services.

Actions 3.9 (Cultural Proficiency & Equity) and 3.10 (Security & Campus Wellbeing) demonstrated positive impact as evidenced by the California Healthy Kids Survey (CHKS) results. Specifically, there was a +1 percentage point increase in 5th-grade students and a +2 percentage point increase in 7th-grade students reporting a sense of school connectedness. Additionally, perceptions of school safety improved by +3 percentage points among 7th graders, indicating progress in creating a more secure campus climate. However, it is important to note that the percentage of 5th-grade students who reported feeling safe at school declined by 1 percentage point. This suggests that while improvements are evident overall, there remains a need for targeted strategies at the elementary level. Enhancing staff-student relationships, implementing trauma-informed practices, and increasing student voice in school climate efforts will help address this gap and ensure all students feel supported and secure at school.

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

The outcome for metric 3.1 (Chronic Absenteeism) has been revised to establish a new three-year target, as the Year 1 results already meet the original Year 3 goal.

The Action Description for Action 3.1 was revised to include the added LREBG funding amount.

The Action Description for Action 3.6 was revised to include the added LREBG funding amount.

The Outcome for Metric 3.7 (Chronic Absenteeism School and Student Group-Elementary) has been revised to establish a new three-year target for most student groups, as the Year 1 results already meet the original Year 3 goal.

The Outcome for Metric 3.8 (Chronic Absenteeism School and Student Group-Middle School) has been revised to establish a new three-year target for most student groups, as the Year 1 results already meet the original Year 3 goal.

The Total Funds for Action 3.8 for the 2025-2026 also reflected a significant budget decrease from the 2024-2025 school year due to the reduction of one FTE salary for an internal trainer.

The baseline for Metric 3.11 (CAASPP ELA-Distance from Standard) and 3.12 (CAASPP Math-Distance from Standard) have been updated to reflect current Baseline data and Targeted Outcomes for Long Term English Learners (LTELs). LTEL ELA and Math data became available in the 2024 CA School Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS SEL & Behavioral PD Implementation	The District will support all 33 schools with their ongoing implementation of a comprehensive District supported Multi-Tiered System of Support (MTSS) designed for school leadership teams, principally directed to low income, foster youth, and English learners, to embed evidence-based social-emotional/behavioral (academic addressed in Goal 2) practices, consistent procedures, student tiered supports and strategies, as measured by M3.1, M3.2, M3.4, M3.5, M3.7, and M3.8. LREBG ACTION: $175,000	$17,720,080.00	Yes
3.2	Social-emotional Intervention Resources & Assessment	The Health & Wellness Department will support school and district staff in monitoring student academic, social-emotional and behavioral needs to identify appropriate tiered supports and interventions through the implementation of platforms such as Panorama Educational Platform and School-Wide Information System (SWIS) principally directed to English learners, low income and foster youth to increase student engagement, as measured by M3.3, M3.4, M3.5, M3.9, M3.10, M3.13.	$261,300.00	Yes
3.3	Case Management Integrated Supports	The Health & Wellness Department aims to develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income and to provide access to health care, principally directed to low income, foster youth, and English learners to improve and increase social-emotional wellbeing, as measured by M3.1, M3.2, M3.7, and M3.8.	$60,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Mental Health & Crisis Integrated Supports	The Health & Wellness Department will provide students and families with coordinated trauma-informed mental health services to achieve psychological, social, and emotional well-being, allowing them to function at their full potential. In collaboration with school staff, needs are identified and linked to appropriate services and supports, including individual, school-wide and districtwide crisis response, principally directed to Low Income, Foster Youth, and English Learners, as measured by M3.1, 3.2, 3.7 and 3.8.	$139,740.00	Yes
3.5	Mental Health Support for Staff	The District will provide school and district staff access to mental health and de-escalating crisis response to support a safe and healthy workplace environment for all students as measured by M3.6.	$78,703.00	No
3.6	School Climate & Student Engagement	The District will provide student Mentors, Outreach Consultants, Site Outreach Assistants, Alternative Learning staff and support at all school sites, principally directed to English learners, low income, and foster youth to promote positive relationships for students who need social-emotional and/or behavioral support to promote meaningful tiered response and support for families, as measured by M3.1, M3.2, M3.4, M3.5, M3.6, M3.7, and M3.8. LREBG ACTION: $624,219	$11,760,039.00	Yes
3.7	Expanded Learning-Enrichment Opportunities	The Learning & Teaching Division will offer a wide variety of clubs and activities and enriching opportunities, principally directed to low income, foster youth, and English learner students to support students' physical, athletic, and social emotional wellbeing throughout the school year and summer, as measured by M3.1, M3.2, M3.4, M3.5, M3.7, and M3.8.	$1,810,621.00	Yes
3.8	SPED SEL PD	OMSD SELPA will provide teachers and support staff professional development on developing function-based behavior goals and intervention plans, data collection, measuring progress towards behavior goals and	$14,163.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies, principally directed to students with disabilities, to manage behavior, increase classroom engagement and promote the development of social skills.		
3.9	Cultural Proficiency & Equity	The SELPA and Equity Division will implement the actionable items in the adopted equity framework that supports all district and school staff in the implementation of Culturally Responsive and Sustaining Practices to intentionally meet the needs of racially, linguistically, ethnically diverse, special education, at-promise, and Gifted and Talented students to insure inclusive MTSS practices, student advocacy, and family engagement, as measured by M3.4 and M3.5.	$369,551.00	No
3.10	Security & Campus Wellbeing	The Human Resources Division will provide dedicated staff and resources for all students to ensure digital, online and in-person campus security and safety, safe routes to schools, anti-bullying practices and equitable access, as measured by M3.4 and M3.5.	$1,455,552.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All schools will work together with educational partners to support student learning and well-being and nurture meaningful participation in student learning, promote college and career access, and enhance community partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Broad Goal will sustain the progress the District has been moving towards to ensure all families have the support needed for their student's success. Families will engage at the school and district level to support their engagement in the MTSS initiative to understand how it works to accelerate their child's learning and ensure all students are successful and access tiered systems of support to address academic and enrichment learning. Collaboration will foster coordination of services, foster supportive relationships, and result in decisions that are widely accepted, implemented, and support sustainability of our collective effort. Educational partner feedback has included providing increased academic support to students. Providing increased academic support will improve EL academic progress and Reclassification rate. School climate also depends on the positive connection between the home and school. Families of specific student groups need support so they can ensure their student's unique needs are met. Community partners can support the families in OMSD to access resources and tools to support their children and the broader community they live in.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Involvement-Thought Exchange Surveys Source: Thought Exchange Surveys	2023-2024 Surveys 2388 Family Members	2024-2025 Surveys 2786 Family Members		Surveys 2626 Family Members	+398 Family Members
4.2	EL Reclassification Rate	2022-2023 CA Dataquest 15%	2023-2024 CA Dataquest 14.6%		CA Dataquest 15%	-.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dataquest					
4.3	Site Parent Involvement on Goals and Actions at all schools	2023-2024 SPSA Parent Involvement Goal: 100% of Schools EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	2024-2025 SPSA Parent Involvement Goal: 100% of Schools EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools		SPSA Parent Involvement Goal: 100% of School EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	SPSA Parent Involvement: 100% of Schools EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools
4.4	Parent Involvement-Annual Community Survey Source: Annual Community Survey	2023-2024 Annual Community Survey Attended Family Workshops All 5.6% EL 7% SED 6.5% FY 4%	2024-2025 Annual Community Survey Attended Family Workshops All 16% EL 1% SED 1% FY 1%		Annual Community Survey Attended Family Workshops All 10% EL 10% SED 10% FY 10%	Attended Family Workshops All +10.4% EL -6% SED -5.5% FY -3%

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.

The Ontario-Montclair School District had success in implementing Goal 4. Student learning and family engagement was a priority, as was providing parents with academic capacity, resources, and tools to support the social emotional needs of All students while placing special emphasis on English learner families.

Actions 4.1 and 4.2, Building Family Capacity and Family & Family and Community Engagement: These actions experienced successful and full implementation: The Family & Community Engagement (FACE) Department held its Annual Multicultural Family Festival at Wiltsey Middle School as a way to bring the family and community together to celebrate the diversity and rich cultures in OMSD. At the conference, 250 bags with school supplies and resources for families were distributed, the ongoing collaboration with district departments and community partners allowed for 13 resource/informational tables and each middle school cluster hosted school booths representing different regions from the world, providing engaging activities for families. Also part of the event, OMSD students performed throughout the festival; Corona Cheer Team, Oaks Middle School Orchestra, Vernon Dance Team and Modern Band, Mariposa Folklorico, and soloist by Edison, Lincoln and Central Language Academy. In collaboration with Athletics & Activities Department, ELOP partners were invited to host activities in the beautiful Wellness Art and Technology (WAT) Center; Rubiks Cube Challenge, Mindfulness Yoga, Karate, Athletic Scrimmages. The FACE team also registered and took 197 parents for the San Bernardino County Superintendent of Schools (SBCSS) Family Engagement Summit at the University of Redlands, of which 60 parents were transported by OMSD. It is noteworthy to share, county Superintendent Ted Alejandre recognized OMSD for our active family engagement, highlighting the Annual Parent Leadership Conference and the Family & Community Engagement Department's Parent Ambassadors. In the winter, Oaks Middle School played host to a transformative event organized by the SELPA & Equity and Family and Community Engagement teams: the Annual Parent Leadership Summit on Saturday, January 25. This gathering aimed to foster a deeper connection between schools, families and the community, promoting collaborative efforts in education and involvement. Participants, representing every school within the district, engaged in a series of eight breakout sessions. These sessions offered families invaluable opportunities to learn, share experiences, and acquire new skills vital to their roles as educational partners. The presence of administrators underscored their commitment to championing family engagement, emphasizing its pivotal role in fostering a supportive learning environment. FCE/Parent Education Center Offered Citizenship Preparation evening classes where all necessary learning materials were provided at no cost to families, ensuring a smooth and stress-free learning experience. In addition, FCE/Parent Education Center Served as Satellite Location for Chaffey College where conversational English/Pronunciation Class was offered during evening hours at the Parent Education Center (PEC) for the second semester. Throughout the year, two Teachers on Assignment and a PEC Technician offered a series of classes to help build parent capacity around parenting, classroom instruction, language, ELPAC, supporting English learners, technology, social emotional learning at home, and other stand alone sessions requested by our 33 school sites.

Action 4.3, Shared Family Engagement: This action was fully and successfully implemented. The Family & Community Engagement (FCE) Department, in collaboration with the Multilingual Learning and Special Education Departments, provided a series of targeted parent workshops throughout the year, focusing on specialized areas aligned with family needs. District English Learner Advisory Committee (DELAC) and District Parent Advisory Committee (DPAC) members received capacity-building training to deepen their understanding of roles and responsibilities related to their engagement with site-level English Learner Parent Advisory Councils (SELPACs) and School Site Councils (SSCs). These parent leaders also contributed valuable input to key district initiatives, including the Local Control and Accountability Plan (LCAP), District Parent Involvement Policy, Master Plan for English Learners, LCAP Addendum, and other strategic plans. To ensure broad and inclusive participation, all parents were invited to provide feedback on the LCAP and other programs through multiple avenues such as the Fall Community Survey, the Thought Exchange platform, focus groups, parent advisory committees, and additional community surveys. FCE further enhanced parent engagement by contracting with IMPACTtruth and Roy Juarez to deliver a 10-week Parent Seminar addressing relevant and timely family challenges, with particular emphasis on the needs of English Learner families. In addition, a Family Leadership Institute (FLI) seminar was offered to DELAC families to strengthen leadership capacity and foster deeper engagement with both family and school communities.

Action 4.4, SPED Family Capacity: OMSD SELPA successfully engaged parents by providing ongoing site-based support to help them understand their child's Individualized Education Program (IEP), facilitated through the student's case manager. This consistent support resulted in the full implementation of this action. OMSD SELPA offered a comprehensive range of programs, workshops, and networking opportunities designed to empower parents and caregivers of students with disabilities. These initiatives included a year-long Special Education Parent Workshop Series, a structured sequence of workshops focused on equipping families with evidence-based strategies, resources, and tools to support their child's academic progress and social-emotional development. Topics were thoughtfully tailored to address the specific needs and concerns expressed by families. The Loving Solutions Parenting Course, a 10-week program specifically designed for families of children with special needs, was also offered. This course provided practical tools and strategies to enhance positive parenting, improve communication, and support children's social-emotional and behavioral growth. Additionally, the Special Education Parent Advisory Committee (SEPAC) served as a collaborative forum, inviting parent representatives from all 33 OMSD schools to participate in quarterly meetings. SEPAC provided a vital platform for families to share feedback, receive updates on special education initiatives, and work in partnership with SELPA leadership to strengthen services and supports. To celebrate and deepen these connections, the year concluded with a Special Education Parent Social—a culminating event that honored the collaborative efforts between OMSD SELPA and families. The event featured parent speakers who shared personal stories of challenges and triumphs, inspiring and encouraging fellow families. It also created a valuable space for networking, collaboration, and strengthening peer support systems within the special education community.

Action 4.5, Promise Scholars successfully employed three full-time program supervisors through the foundation and six AmeriCorps ambassadors in partnership with the City of Ontario. Business and higher education partnerships enabled the expansion of programming. All curriculum, information, and activities were presented in both English and Spanish. OMSD teachers delivered embedded college and career curriculum at the K–4th grade levels. All OMSD 5th-grade students experienced a day at a local community college, while all 8th-grade students visited a local four-year institution to gain on-campus exposure and learn about college access. All 6th-grade students participated in college and career presentations delivered by local business leaders, who shared their personal, educational, and professional journeys. These careers spanned public and private sectors, small businesses, and entrepreneurial ventures. Parent workshops were held at school sites, and college and career presentations were provided across all elementary and middle schools. In-person and virtual financial aid workshops were offered throughout the school year for high school families. Parent outreach efforts, in collaboration with local community colleges, delivered information on college access and opportunities to OMSD adult learners and parents. Promise Scholars also supported former OMSD students now in high school by offering assistance with college applications and FAFSA/CADAA completion. A strong social media presence helped disseminate information on scholarships, registration deadlines, and other college and career resources.

Action 4.6, Multilingual Communication: Three general education translators successfully provided translation and interpretation services to English Learner families at the school sites, Parent Education Center and district level throughout the year, including evenings, and Saturday, resulting in full implementation of this action.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

A material difference in Action 4.2 (Family and Community Engagement) occurred due to increased costs for 3 family and community events delivered during the 2024-2025 school year.

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

The district implemented a range of strategies found in Goal 4 to increase opportunities for parent engagement and building of parent capacity.

The evaluation of Actions 4.1 (Building Family Capacity), 4.2 (Family & Community Engagement), 4.3 (Shared Family Engagement), 4.5 (Promise Scholars), and 4.6 (Multilingual Communication) demonstrated effectiveness in making progress toward Goal 4. Each school established and monitored a site-level parent involvement goal to ensure families were engaged in decision-making advisory groups related to School Plan Actions for English Learners, Special Education, and Gifted and Talented Education. All 33 school sites reported 100% participation in actions targeted toward these student groups, supported by multilingual interpretation and translation services as needed. Additionally, parent engagement in the District's LCAP Thought Exchange platform increased from 2,388 participants in 2024 to 2,783 in 2025. While the EL reclassification rate showed a slight decrease of 0.4% from the previous year, the overall trend remains steady, with consistent numbers of students reclassifying each year. However, the percentage of parents who reported attending family workshops declined slightly among key student groups: -6% for EL, -5.5% for SED, and -3% for FY. Despite this, the overall "All Students" population reported a 4.4% increase in workshop attendance. It remains essential to continue building family capacity to ensure families have the tools, knowledge, and confidence to support their children's academic and social-emotional development both at home and at school. Providing multilingual communication ensures that families who speak languages other than English are fully included in decision-making processes and have equitable access to school information and opportunities. This helps eliminate barriers and ensures families feel welcomed, respected, and value (particularly critical for English Learners, socio-economically disadvantaged students, and foster youth). By offering families opportunities to learn, encouraging parent leadership roles, and promoting meaningful engagement, we help build a collaborative culture rooted in trust. Additionally, exposure to college readiness resources, financial aid guidance, and college campus experiences empowers both students and families to believe that post-secondary education is both attainable and valuable.

Action 4.4, Special Education (SPED) Family Capacity demonstrated effective in making progress towards Goal 4. Each school established a site parent involvement goal to ensure that parents were involved in each decision-making advisory groups including Special Education. Each of 33 sites counted on 100% participation in Actions designed for these student groups. By ensuring that our families, including SPED are provided with opportunities to engage and connect with schools and the school community, we will support the increase in family involvement, engagement, school connectedness, and increased progress towards Individualized Educational Progress Goals.

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.

As shared in the educational partner engagement section, there was consistent emphasis on the importance of increasing parent engagement to support student learning, well-being, and college and career readiness. Input prioritized the need for targeted workshops and training for families of English Learners and students with disabilities, particularly in English Language Arts, Math, and social-emotional

development. This feedback directly informs LCAP Goal 4, which focuses on meaningful family participation, collaborative decision-making, and support for academic and social-emotional growth. As a result, Goal 4 actions will continue in the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Building Family Capacity	The District will provide families resources and workshops, principally directed to low income, foster youth, and English learner students to develop family capacity to support their students' academic language, academics, and social-emotional well-being, as measured by M4.2 and M4.3, M4.4.	$864,766.00	Yes
4.2	Family & Community Engagement	The District will promote family and community engagement at the district and site levels by providing various events and educational opportunities for community partners and families to engage in meaningful collaboration throughout the year, as measured by M4.3.	$190,514.00	No
4.3	Shared Family Engagement	The District will engage families and the community in all aspects of district and site decisions making, principally directed to low income, foster youth, and English learner students, to ensure students access appropriate tiered supports designed for them to meet their full potential, as measured by M4.1 and M4.3.	$45,000.00	Yes
4.4	SPED Family Capacity	OMSD SELPA recognizes the importance of including families of students with special needs to support their students' academic and social-emotional learning by offering capacity building workshops and family networks designed to expand their support group and nurture their ability to support their child.	$77,000.00	No
4.5	Promise Scholars	The District will provide families and students with access to college and career pathways by ensuring a districtwide Promise Scholars program that	$191,135.00	No

Action #	Title	Description	Total Funds	Contributing
		provides supports to students, to plan for higher education and a place in college through strategic partnerships with the community and institutions of higher education with the Ontario-Montclair Schools Foundation, as measured by M4.3.		
4.6	Multilingual Communication	The Learning & Teaching Division will ensure families of English learners and students with a home language other than English have interpretation and translation services principally directed to English Learners, to allow access of language and communication, as measured by M4.2.	$320,672.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the course of the next three years, Online Academy will increase ELA, Math, and reduce chronic absenteeism to include the following student groups in ELA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged; the following student groups in Math: All students, English Learner, and Hispanic; and the following student groups for chronic absenteeism: All students, African American, Homeless, and Socioeconomically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal applies to Online Academy. Online Academy has been identified as an Equity Multiplier site. In the 2025-2026 school year, Online Academy, serving students online will receive Equity Multiplier funding for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate.

The district's goal to increase ELA, Math, and reduce chronic absenteeism at the identified school is driven by the data. In the CA School Dashboard for 2024, ELA for All students is at -.8 DFS at Online Academy. Compared to the All student group, English Learners at -37.1 DFS, Hispanics at -4.4 DFS, and Socioeconomically Disadvantaged at -.8 DFS at Online Academy. In the 2024 CA School Dashboard for Math All student is at -17 DFS at Online Academy. Compared to the All student group, English Learners are at -39.7 DFS, and Hispanic at -21.1 DFS at Online Academy. Chronic absenteeism is 5.4% All students, 7.7% African American, 12% Homeless, and 5.3% Socioeconomically Disadvantaged. These figures are indicative of the need to support these student groups. According to educational partner feedback from Online Academy, reasons include but are not limited to socio-economic barriers, academic needs, and mental health support. The districts' focus on these groups suggest a recognition of the need for targeted interventions to address the unique barriers these students face.

Educational partner feedback has also highlighted the correlation between regular attendance and academic success, as well as the importance of reengaging students who are chronically absent. Reengagement efforts are essential not only to support the decrease of chronic absenteeism, but also to support the academic and social-emotional development of students. Chronic absenteeism can have long-term negative effects on a student's academic achievement. By prioritizing these student groups, the district demonstrates a commitment to equity, aiming to provide all student with an equal opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA-Online Academy Distance from Standard (DFS)	2023 CA Dashboard All -1.5 DFS EL -25.5 DFS Hispanic -4 DFS SED -1 DFS	2024 CA Dashboard All -.8 DFS EL -37.1 DFS Hispanic -4.4 DFS SED -.8 DFS		CA Dashboard All -17.6 DFS EL -11.5 DFS Hispanic +5 DFS SED +8 DFS	All +.7 DFS EL -11.6 DFS Hispanic -.4 DFS SED +.2 DFS
5.2	CAASPP Math-Online Academy Distance from Standard (DFS)	2023 CA Dashboard All -35.7 DFS EL -67.6 DFS Hispanic -25.5 DFS	2024 CA Dashboard All -17 DFS EL -39.7 DFS Hispanic -21.1 DFS		CA Dashboard All -26.7 DFS EL -53.6 DFS Hispanic -11.5 DFS	All +18.7 DFS EL +27.9 DFS Hispanic +4.4 DFS
5.3	Chronic Absenteeism Percentage	2023 CA Dashboard All 25% AA 40% HY 28.3% SED 25.5%	2024 CA Dashboard All 5.4% AA 7.7% HY 12% SED 5.3%		CA Dashboard All 18.5% AA 33.5% HY 21.8% SED 19%	All -19.6% AA -32.3% HY -26.3% SED -20.2%

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.

Action 5.1, ELA and Math Targeted Intervention Programs: Online Academy successfully implemented this action, students have been provided a variety of interventions based on the identified intervention cycles. Kindergarten through fourth grade have received additional support in math and reading between the bells. Students have also received additional support during class with foundational reading and math to bridge their needs. Most recently, students have participated in an ELPAC bootcamp to address English Language Development (ELD) standards. Students in all grade levels have been part of an iReady bootcamp when they receive a domain shutoff and need additional instruction to continue their learning paths. Online Academy continued to find ways to add additional intervention groups during asynchronous time in order to work with more students. The main difficulty has been not wanting to pull students from core instruction to provide intervention.

Action 5.2, Integrated Supports and Resource: Online Academy staff has been able to successfully implement this action. They have been able to pull additional small groups to support students with behavior and social emotional health. They have also supported students with additional one-on-one coaching when they have needed time away from the main Zoom session to decompress or work through their feelings. Staff have also monitored student progress to identify additional supports needed to meet student needs. Student Study Team (SST) and parent meetings have been held to address student concerns and foster communication between staff and parent.

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.

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference.

A material difference in Action 5.2 (Integrated Supports and Resources) occurred in this action because fewer resources were required to fully implement the planned activities. As a result, actual expenditures were lower than anticipated.

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

The action under 5.1 (ELA and Math Targeted Intervention Programs which focuses on providing an additional Intervention Teacher has been effective in meeting the ELA and Math academic needs of students. In comparing the 2023 and 2024 CA Dashboard Data for ELA, the data showed, All +.7 DFS, EL -11.6 DFS, Hispanic -.4 DFS, and SED +.2 DFS. In comparing the 2023 and 2024 CA Dashboard Data for Math, the data showed, All +18.7 DFS, EL +27.9 DFS, and Hispanic +4.4 DFS. Overall, the data showed positive gains for these significant groups in Math and although EL and Hispanic showed a decline in improvement, for ELA, providing tiered interventions that target the specific needs of students is vital in ensuring student academic success. The data reflects a need to monitor and target EL and Hispanic student groups. Moving forward, refining targeted interventions, enhancing the work in professional learning communities to monitor these student groups, and improving data-driven strategies will be critical in addressing the needs of English Learners and Hispanic students more effectively.

The Action under 5.2 (Integrated Supports and Resources) which focuses on providing staff to support the wellbeing of students has been effective in meeting the mental health, and social-emotional wellbeing of students. In comparing the 2023 and 2024 CA Dashboard Chronic Absenteeism rates for students, all student groups reported a drop in chronic absenteeism with All -19.6%, AA -32.3%, HY -26.3%, and SED -20.2%. The data refelcts that continuing to provide integrated supports and resources for students will offer targeted small group support, one-on-one coaching for emotional regulation, and help monitored student progress to ensure timely interventions. Through Student Study Team (SST) and parent meetings, the school fostered strong communication and collaboration, allowing for responsive, individualized support that promoted a drop in absenteeism.

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

The actions and metrics tied to this goal are supporting an improvement in student academic, emotional wellbeing, and connectedness so no changes will be made to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELA and Math Targeted Intervention Programs	Online Academy will provide an additional Intervention teacher to meet the academic needs of students by providing tiered supports and strategies in ELA and Math to support the academic achievement of all student groups, as measured by M5.1 and M5.2.	$148,558.00	No
5.2	Integrated Supports and Resources	Online academy will provide students and families additional intervention staff that can provide mental health, social, emotional well-being support to help students feel connected and engaged, as measured by M5.3.	$139,219.00	No

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
$74,978,254	$9,607,617

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
39.709%	0.000%	$0.00	39.709%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Transportation & Safety **Need:** The need for this action was determined by the need to decrease the chronic absenteeism rate and increase attendance of our foster youth and low income students by removing barriers and increasing student engagement. During the 2022-2023 school year the district's Chronic absenteeism rate for All students was	The district provides transportation to and from school for students. This action is designed to provide equal access for our Foster Youth and Low Income students. The district is situated in a large geographical area and many of our families do not have the means to bring children to school. Low Income and Foster Youth families would have an added barrier of not being able to attend school without transportation, causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about transportation needs being met.

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
	23.1% based on the CA School Dashboard. In contrast, 22.4% of foster youth and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, foster youth 1% higher and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for foster youth and .1% higher for low income students. Between the 2022-2023 school year and the 2023-2024 attendance has improved for All students school year, attendance for All students increased 0.2%, with an increase of 1% for low income students and an increase of 1.9% for foster youth. These data points demonstrate the need to provide transportation for our low income and foster youth student groups to support decreasing chronic absenteeism and increasing attendance. Additionally, our educational partners expressed a need for student safety and providing support to our neediest students. Families have also expressed difficulty in getting children to school and the safety concerns that arise when walking far distances. **Scope:** LEA-wide	designed to increase attendance and lower chronic absenteeism by ensuring they have a way to get to and from school, while also allowing them to be connected to the school community on a daily basis. This action is being provided to all students on an LEA-wide basis to ensure access, equity, and consistency in student safety by providing transportation for our low income and foster youth student groups who may live at far distances. This action further supports by promoting student engagement and attendance.	
1.2	**Action:** Additional Student Support **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6	The district will provide paraprofessionals, Teachers on Assignment (TOAs), and Intervention Teachers in the elementary and middle schools to support Low Income, English Learners, and Foster Youth by providing direct multi-tiered support for academic, behavioral, and social emotional needs.	This action will be measured by the metrics identified in the action description.

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
	DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Middle School Drop Out Rate was at 0% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our educational partners highlighted the importance of providing students with smaller class sizes to allow for more targeted academic support. By providing additional staff, the student to adult ratio will decrease and trained interventionists will provide our unduplicated students with specialized instruction services. **Scope:** LEA-wide	This includes providing paraprofessional staff, intervention teachers and other teachers on assignment to provide small group intervention, research and evidence-based strategies, and academic tiered supports to bring our unduplicated student groups closer to meeting the standard. According to the Response to Intervention (RTI) action network, (https://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole), interventions should be highly and correctly targeted to be effective and students should additionally be provided with supplemental support (Tier 1, Tier 2, or Tier 3) for reading and math. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from tiered intervention from qualified instructional staff will support an increase in academics and the additional adult support will also lower the student to adult ratio.	We will also seek feedback from students, parents, and staff about the additional academic support.
1.3	**Action:** Technology Infrastructure & Access **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In	The district will work to improve infrastructure systems and technology device to support Low Income, English Learners, and Foster Youth by providing students access to virtual and digital learning platforms to address academic learning gaps and collaborative learning opportunities that foster academic language development and	This action will be measured by the metrics identified in the action description. We will also seek feedback from 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
	contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Educational partner feedback also indicated that we need to provide students with technology platforms that support individualized learning and offer students with varied learning experiences. **Scope:** LEA-wide	support in increasing academic success. According to research done on the impact of technology in education, technology has become an integral part of classrooms, influencing teaching methodologies, student interactions, and helped create dynamic and inclusive learning environments. Students further benefit from increased access to information, personalized learning experiences, and opportunities for collaboration, https://www.eschoolnews.com/it-leadership/2023/12/11/the-impact-of-technology-on-education/. Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the distance to meeting the standard, Action 1.3 provides students with digital opportunities to access differentiated and individualized learning to further bring our unduplicated students to meeting the standard. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from varied modalities to learning will support an increase at a faster rate than All students.	parents, and staff about their engagement with varied digital tools.
1.7	**Action:** Teacher Initiated Professional Development **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6	To address the achievement disparity between our unduplicated and All student groups, the district will continue to provide targeted Language Arts and Math curriculum professional development and opportunities for professional learning communities (PLCs) to Transitional Kindergarten,	This action will be measured by the metrics identified in the action description.

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
	DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations. Instructional staff highlighted a need for PD in writing, Gradual Release (reading and math), Kagan structures, and digital citizenship. **Scope:**	elementary, and middle school teachers that provide instruction to Low Income, English Learners, and Foster Youth to ensure that students are receiving rigorous classroom instruction in Language Arts, integrated Science, Technology, Engineering and Math concepts. PD topics that are offered to instructional staff include Gradual Release, Universal Design for Learning, Kagan Structures, ECRI (for early literacy), Language Acquisition, Math Concept Development, and Writing. According to an article written by the Learning Policy Institute, "Design Elements of Effective Professional Development (https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. This action is being provided on an LEA-wide basis to ensure that all students have access, equity, and consistency to the curriculum through the professional development that service the diverse academic needs of students. Anticipating unduplicated student groups who have not met the standards, this support will accelerate their learning.	We will also seek feedback from students, parents, and staff about professional development needs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Classified Staff PD **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Math. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input reflected a need for instructional staff	To address the achievement disparity between our unduplicated and All student groups, the district will provide quality and intentional professional development to our classified staff that provide instruction to Low Income, English Learners, and Foster Youth to ensure that students are receiving classroom support in instruction of Language Arts, integrated Science, Technology, Engineering, Math concepts, Social-Emotional Learning, and Behavior. According to an article written by District Administration, "Student success is a simple reason to invest in classified staff development," (https://districtadministration.com/student-success-is-a-simple-reason-to-invest-in-classified-staff-development/), developing classified staff is vital for job satisfaction and retention. Also by providing continual professional development to show how they contribute to student success will impact achievement and lead to better student outcomes. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from the professional development offered to the paraprofessionals working alongside our instructional staff.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the additional paraprofessional support being offered.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	professional development and support for working with diverse student populations. Our classified staff emphasized the need for PD to help them align their support to classroom instruction such as ECRI (Early Literacy), Newcomer supports, Language Acquisition, Technology, and Writing, Social-Emotional Learning and Behavior. **Scope:** LEA-wide		
2.1	**Action:** Humanities and STEM PD & Resources **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These	To address the achievement disparity between our unduplicated and All student groups, the district will provide targeted ELA, Social Studies, Science, Technology, Engineering, and Math (STEM) curriculum professional development, coaching, and support to Transitional Kindergarten, elementary, and middle school teachers that provide instruction to Low Income, English Learners, and Foster Youth to ensure that students are receiving rigorous classroom instruction in ELA, Social Studies, and STEM. Providing professional development, coaching, and instructional practices for teachers in integrating technology, differentiated instruction (research and evidence-based strategy), gradual release of responsibility (research and evidence-based strategy), and universal design for learning (research and evidence-based strategy). will accelerate learning and positively impact achievement for unduplicated students. According to an article written by the Learning Policy Institute, "Design Elements of Effective Professional Development	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the PD and instructional support offered in ELA Math, and STEM.

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
	data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA, Social Studies, and STEM for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations, training to support student achievement, and professional development opportunities to address the multi-tiered academic needs of students. **Scope:** LEA-wide	(https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. Specific and intensive professional development and support are necessary to support unduplicated students' early literacy." This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Considering that unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared and reflective in providing best first instruction around ELA, Social Studies, and STEM will support an increase at a faster rate than All students.	
2.2	**Action:** Coaching & Support **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS	To address the achievement disparity between our unduplicated and All student groups, the district will provide professional learning through job-embedded coaching and demonstration classes to support targeted ELA and Math curriculum professional development, coaching, mentoring and support new and veteran teachers in delivering best practices and standards-aligned lessons designed to improve English Language Arts and Math scores for Low Income, English	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the access to the varied

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
	in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations and training to support student achievement, and professional development opportunities to address the multi-tiered academic needs of students. **Scope:** LEA-wide	Learners, and Foster Youth. According to an article written by the Learning Policy Institute, "Design Elements of Effective Professional Development (https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. Additional support will be given to new teachers through the Teacher Induction program to coach and teach strategies to support unduplicated students' learning. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around ELA, Math, and other content areas will support an increase at a faster rate than All students.	instructional strategies provided to students.
2.4	**Action:** Magnet, College and Career, & Specialty Programs **Need:** During the 2022-2023 school year, 100% of students had access to a broad course of	The district provides specialty programs opportunities to our unduplicated student population. This action is designed to provide increased access to college and career enrichment programs, diverse learning opportunities such as Visual and Performing Arts, music, language immersion, STEM, AVID, sports,	This action will be measured by the metrics identified in the action description. We will also seek feedback from 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
	study. Additionally, during the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). These data points demonstrate the need to provide student engagement opportunities and enrichment programs for Low Income, Foster Youth, and English Learners to support an increase in attendance, decrease in chronic absenteeism, and increase in school connectedness. This action provides specialty programs and support to students to address their specific talents and needs in order to provide equitable access to core instruction. Educational partner input emphasized the need to providing increased programs to support student engagement and help	and high school credit programs for our Low Income, English Learners, and Foster Youth. According to the California Department of Education platform, providing students with educational options provide students with the environment, curriculum and support systems needed to ensure they achieve their full academic potential. This action supports increasing student engagement, but also allows unduplicated students to be connected to the school community on a daily basis which will support in the increase of attendance and decrease in chronic absenteeism. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase outcomes for all students. It is anticipated that unduplicated students will benefit will benefit based on the effectiveness as measured by improved student connectedness, increased attendance, and decreased chronic absenteeism. This action was determined by the need to provide our students with options and environments that increase their connectedness to school by allowing them to access programs based on individual needs.	parents, and staff about the varied programs offered in the district.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students connect to opportunities that reflect their personal interests. **Scope:** LEA-wide		
2.5	**Action:** Early Literacy PD & Support Transitional Kinder-2nd Grade **Need:** During the 2022-2023 school year, the district i-Ready data identified 52% of All 3rd graders reading Early On-Grade-Level or Above, 33% ELs, 39%, 39% LI, and 29% FY. In comparing the 2023-2024 school year i-Ready data, 50% of All 3rd graders were reading Early On-Grade- Level or Above, 29% ELs, 47% LI, and 17% FY. According to Dataquest, All 3rd graders scored 29.9% meeting or exceeding in 2022, ELs 15.68%, LI 27.29%, and FY 13.24%. In 2023 All 3rd graders scored 34.8% meeting or exceeding the standard, ELs 17.05%, LI 32.05%, and FY (not enough to report). These data points demonstrate a positive trend in CAASPP reading outcomes for our early learners. There is a need to focus on early literacy to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our educational partner, including input from our instructional staff reflected a need to	To address the achievement disparity between our unduplicated and All student groups, the district will provide professional learning through job-embedded coaching and demonstration classes to support early literacy. Also professional development, coaching, mentoring and support for new and veteran teachers in delivering best practices and standards-aligned lessons designed to improve English Language Arts for Low Income, English Learners, and Foster Youth. According to research done by the Institute of Education Sciences, Language, phonological awareness, print knowledge, decoding, and early writing skills are important early predictors of later language and literacy development (https://ies.ed.gov/). This action is being provided on an schoolwide basis for all students in grades TK-2, anticipating that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around early literacy and ELA, will support an increase at a faster rate than All students.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the focus on early literacy.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support students in literacy and the need to prepare instructional staff who work with with our youngest learners in learning to read. **Scope:** Schoolwide		
2.6	**Action:** MTSS Academic Implementation **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated professional development and multi-tiered supports to	The district will implement a comprehensive District supported Multi-Tiered system of Support (MTSS) designed for school leadership teams to embed evidence based academic practices, consistent procedures, student tiered support and strategies to increase and improve student equity and access for Low Income, English Learners, and Foster Youth. This research based strategy, according to the Center on Multi-Tiered System of Supports is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention necessary to ensure positive outcomes for districts, schools, teachers, and students (https://mtss4success.org/essential-components). All unduplicated student groups will be offered access to personalized interventions based on assessment results both in and out of the classroom. Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the distance to meeting the	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the tiered support being offered to 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
	increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partners highlighted the need to provide more individualized attention and support to each student. Providing instructional staff with the tools to better identify and address individual learning needs and differentiated instruction. **Scope:** LEA-wide	standard, this action helps establish a system for assessment and monitoring student growth and provides for the direct academic support the student need. This action further provides wrap-around services by establishing a system and process in place to allow for tiered academic supports to allow students to focus on their progress. Research and evidence-based academic support, including Enhanced Core Reading Instruction (ECRI), Gradual Release (GR), Differentiated Instruction (DI), and Universal Design for Learning (UDL), will accelerate the learning of our unduplicated students. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around ELA, Math, and other content areas will support an increase at a faster rate than All students.	
2.7	**Action:** Intervention Resources & Assessment **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income	The district will provide designated academic support through Math and Reading systems that monitors student progress through summative and formative assessments, and helps to identify specific areas of need in ELA and Math that supports instructional staff in identifying inventions. Our unduplicated student groups will be offered Programs such as Teacher toolkit for math, Accelerated Reader program, Early Progress	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the programs and our

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	students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, a system to monitor student progress through summative and formative assessments, and to identify supports and inventions to address the needs of the District's Low Income, English Learners, and Foster Youth student groups. Our educational partner feedback, specifically from our instructional staff, recommended we provide a comprehensive student data management system with a process to determine foundational skills in English Language Arts and Math. **Scope:** LEA-wide	Monitoring Programs (ESGI), Illuminate Education for monitoring of student learning, i-Ready individualized learning for ELA and Math, and Next Generation Math to target math concepts, to bridge and accelerate learning across all content areas and to access personalized interventions based on assessment results both in and out of the classroom. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Because unduplicated student groups are performing lower than All students, ensuring that students benefit from individualized learning path and academic monitoring systems to support an increase in academics.	ability to monitor student achievement.
3.1	**Action:** MTSS SEL & Behavioral PD Implementation **Need:**	The district will develop tiered processes and systems and provide professional development on Social Emotional Learning, Trauma Informed Care, Behavioral, and Suicide Prevention. This	This action will be measured by the metrics identified in the action description.

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
	During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Additionally, our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). These data points demonstrate the need to provide teachers and support staff with the processes, systems, and professional development to support students with Social-Emotional Learning, Behavioral, Suicide Prevention and recognizing students in crisis to help support an increase in school connectedness and feeling of safety and thereby improving attendance and decreasing chronic absenteeism. This action provides	actions aims to help teachers and support staff to recognize students in crisis and to learn research based instructional practices such as Positive Behavior Intervention and Supports (PBIS), Restorative Circles and Restorative Practices to increase student engagement, positive school culture, school connectedness, increased attendance, decreased chronic absenteeism, and increase access to academics. This action is designed to remove any barriers and ensure academic access to unduplicated students that may otherwise have challenges accessing academic learning when having to focus on their social emotional wellbeing. This action is being provided on an LEA-wide basis and will create a system and process for all students to have their social-emotional and behavioral needs met by the school staff that interact with students on a daily basis.	We will also seek feedback from students, parents, and staff about students' social emotional wellbeing and behavioral needs through a climate survey.

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
	ongoing implementation of a District supported Multi-Tiered System of Support (MTSS) for social emotional and behavioral practices. Educational partner input emphasized the need to support behavior and the social emotional wellbeing of students through social emotional learning, trauma informed practices, and support with behavior. **Scope:** LEA-wide		
3.2	**Action:** Social-emotional Intervention Resources & Assessment **Need:** During the 2022-2023 school year, the district's Suspension rate per the CA School Dashboard for All students was at 1.6%, 1.3% for ELs, 1.7% for LI, and 2.7% for FY. The Expulsion rate for All students and unduplicated students was at 0% in 2022-2023 per Dataquest. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%,	The district will provide a process and a platform to monitor student social-emotional learning and behavioral needs through the use of systems such as Panorama Educational Platform to monitor and identify students' social-emotional needs and School-Wide Information System (SWIS) to monitor and support the behavioral needs of students. According to the Collaborative Academic, Social, and Emotional Learning (CASEL), an organization devoted to students and educators, helps achieve positive academic and behavioral outcomes for students, applying social emotional learning impacts behavior, confidence in abilities which directly impact students' academic performance (https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/RELMA_Soft_Skills_FactSheet_020719.pdf). This action is designed to provide school staff with a platform and process to monitor the social-emotional and behavioral needs of students and intervene to remove any barriers to unduplicated student groups that may otherwise have	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the process to monitor and support social-emotional and behavioral needs.

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
	whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). These data points demonstrate the need to monitor student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions to decrease suspension rates, maintain the expulsion rate at 0% and accelerate learning for unduplicated students in order to continue moving student achievement and connectedness in a positive direction. The responses of our educational partners included a call for the continued support for the whole child through systematic approaches to social-emotional learning and behavior. **Scope:** LEA-wide	challenges accessing academic learning when having to focus on their social-emotional or behavioral needs. This action is being provided on an LEA-wide basis for all students to help increase connectedness, the feeling of safety, decrease suspension, and maintain expulsions at 0%. By monitoring the implementation of social emotional learning lessons, mentoring, restorative practices, and trauma informed care, we can anticipate improved connectedness and feeling of safety for our unduplicated student groups.	
3.3	**Action:** Case Management Integrated Supports **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local	The district provides case management integrated supports though a Health and Wellness department to help develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income and to provide access to health care to improve and increase social emotional wellbeing. The primary goal of this action is to decrease chronic absenteeism and increase student attendance by providing case management and mental health services to address barriers such as lack of food, clothing, health care, and emotional wellbeing.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about case management supports being offered.

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
	attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. These data points demonstrate the need to provide case management and mental health services for Low Income, Foster Youth, and English Learner students so that they may be able to connect with school and learning, resulting in decreased chronic absenteeism and increased attendance. Students in our district who are socially disadvantaged often face poverty, lack of basic resources, and health services and are in need for our outreach services to help identify and support low income families. Our educational partners expressed a need to provide basic services and health resources to our families. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to all students to help increase attendance and decrease chronic absenteeism. Our unduplicated student groups also benefit from having a Health and Wellness Center that oversees case management to support in the increase of attendance and decrease chronic absenteeism.	
3.4	**Action:** Mental Health & Crisis Integrated Supports **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023	The district provides mental health and crisis integrated supports through a Health and Wellness department that provides students and families with mental health services to achieve psychological, social and emotional well-being. The primary goal of this action is to decrease chronic absenteeism and increase student attendance by providing appropriate services and supports, including individual, school-wide and districtwide crisis response to our low income, foster youth, and English learner students.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about mental health and crisis supports in our Health and Wellness Department.

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
	was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. These data points demonstrate the need to provide mental health and crisis integrated supports to Low Income, Foster Youth, and English Learner students so that they may have their social-emotional wellbeing met, resulting in decreased chronic absenteeism and increased attendance. Educational partner input emphasized the need to support the whole child, including their wellbeing. School staff especially highlighted mental health supports to be easy accessed through our school district. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to decrease chronic absenteeism and increase attendance as students' needs are being met. This action is designed to remove any barriers and ensure academic access to unduplicated students.	
3.6	**Action:** School Climate & Student Engagement **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for	The district provides school mentors and outreach consultants at school sites to promote positive relationships for Low Income and Foster Youth students who need academic and social emotional support to close the achievement gap, impact a safe school environment and help increase attendance and decrease chronic absenteeism. During the 2023-2024 school year, alternative learning environments at schools provided restorative practices and child-adult enhancement to support the behavioral needs of students. The action increases the district's ability to provide	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about providing student Mentors, Outreach Consultants, and Alternative Learning Environments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). Our staff reported 93% being in a supportive and inviting place to work on the CA School Staff Survey. These data points demonstrate the need to provide schools with a system to improve daily student engagement that supports connectedness and the feeling of safety for English learners, foster youth and low income students and so that attendance and chronic absenteeism can see a positive impact. Educational partner input emphasized the need to support behavior and the social emotional wellbeing of students and the need for additional personnel to provide immediate social emotional and behavioral support so that students feel connected and safe.	basic needs and resources to Low Income and Foster Youth by having designated personnel to identify and reach out to the unduplicated families that may not realize that basic resources are available to support the family. The school mentors and outreach consultants also work closely with low income, English learners, and foster youth families to provide a triage to case management (food, shelter, and other basic needs), mental health, and health resources. This action is being provided on an LEA-wide basis to promotes positive relationships for students who need social-emotional and/or behavioral support and to promote meaningful tiered response and support for unduplicated student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.7	**Action:** Expanded Learning- Enrichment Opportunities **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison	The district provides expanded learning opportunities to our unduplicated student population. This action is designed to provide increased access to diverse learning opportunities such as clubs, sports, and other enriching activities. According to the National Center for Education statistics (https://nces.ed.gov/), extracurricular activities provide a channel for reinforcing the lessons learned in the classroom. Offering students the opportunity to apply academic skills in a real world context, may increase students' sense of engagement, thereby decreasing the likelihood of school failure. This action supports increasing student engagement and allows unduplicated students to be connected to the school community on a daily basis. This action is being provided on an LEA-wide basis. In the 2023-2024 school year, students had full access to school activities and programs, the district believes that continuing these additional opportunities will demonstrate a positive impact on school connectedness as students will be able to participate in activities that are of interest to them and therefore help support positive daily attendance and decreased chronic absenteeism. .	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff how they feel about providing enrichment opportunities.

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
	to 2023). The district is geographically situated in a socio-economically disadvantaged area causing access to extracurricular activities as a hardship for unduplicated students. Having these enrichment opportunities embedded into a student's learning environment provides access that may otherwise not be available. These data points demonstrate the need to provide schools with a system to improve daily student engagement that supports connectedness and allows students to build positive relationships with peers and the school community while supporting an increase in attendance and decrease in chronic absenteeism. Educational partner input suggested a strong emphasis on the importance of sports and extracurricular activities in promoting the comprehensive development of students. Many respondents highlighted the need for more sports, activities, and clubs and the importance of maintaining a balance between academic and non-academic activities. **Scope:** LEA-wide		
4.1	**Action:** Building Family Capacity **Need:** During the 2023-2024 school year, families were asked if they attended family workshops	The district has established a Family & Community Engagement (FCE) Department with a designated Parent Education Center that provides support to families by providing classes that develop parent capacity in student academics, social emotional learning, language, parenting, and adult education.	This action will be measured by the metrics identified in the action description.

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
	within our district. Based on our Annual Community Survey, 5.6% of All parents, 7% of EL, 4% of FY, and 6.5% of LI, noted attending a family workshop provided by the district or school site. Additional data related to English learners show that during the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. In the 2023-2024 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools. This data shows a positive trend for our EL and LI families in Engagement, as compared to our All parent group, and an upward and overall higher trend for our EL students in reclassification, as compared to our county average. It is important to continue this action to support the positive impact our EL and LI students are experiencing through opportunities provided to families to learn about and build capacity around students' needs. Our FY students will benefit from the continuation of this action. Additionally, by embedding opportunities for input and involvement at 100% of schools, conditions can be facilitated for families to partner with the school and district, resulting in increased achievement for students. In addition, input from our families at the site and district level, demonstrates the need to provide a Parent Education Center and site based opportunities for parent capacity building and input. Input also reflected a need	Based on research by Dr. Karen Mapp, "Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. The positive trend for our EL and LI students show a positive outcome and need for continuation of this action. This action is being provided on an LEA-wide basis to help unduplicated families be active in the success of their children. The programs and services provided by our FCE department aim to address early literacy, math, language, and equip parents with the tools to support the academic and language growth of children at the earliest possible age.	We will also seek feedback from students, parents, and staff how they feel about the capacity building and classes offered to 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
	for increased family engagement in decision making and input, increased academic workshops targeted to our student groups, specifically our English learners, and opportunities for families to obtain higher education. Continuing increased communication, input, and training around students' academics, language, and social emotional wellbeing will support the need for this action. **Scope:** LEA-wide		
4.3	**Action:** Shared Family Engagement **Need:** In the 2023-2024 school year, 2,388 family members' thoughts/input were shared in our Thought Exchange Survey platform, an increase of +312 thoughts/input from the 2022-2023 school year. In the 2023-2024 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools. Overall as a district, 8123 members participated in both our Annual Community Survey and Thought Exchange surveys. The families of unduplicated students often report little or no college on their student demographic report and without these additional supports and resources, low income, foster youth, and English learner families may not be able to support their children with academic rigor or	The action equips unduplicated families with the skills needed to make informed decisions and ensure students access appropriate tiered supports designed for students to meet their full potential by providing family capacity building training, and how to navigate their Childs educational path. Based on research by Dr. Karen Mapp, "Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. This action equips parents and gives them the support and resources to be involved and active participants in the educational success of their child. Additionally, our Family and	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff how they feel about the opportunities for engagement.

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
	how to navigate the path to higher education, leading to lower participation, educational input and contributions in the decision-making process. Input from our families at the site and district level, demonstrates the need to provide families the opportunity to engage with our district community and all aspects of district and site decision making to ensure students access to appropriate tiered supports for our unduplicated student groups, resulting in increased parent engagement. **Scope:** LEA-wide	Community Engagement Department provides our English Learner, Low Income, and Foster Youth families with the resources to create a pathway to college and a system to contribute and participate in the decision-making process. This action is being provided on an LEA-wide basis and will give parents the support and know-how of the educational process to be involved and active participants in the educational success of their child by bringing parents in to the school and district parent groups and providing opportunities to participate and collaborate in shared decision making.	

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
2.8	**Action:** EL Academic Programs & PD **Need:** During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA	The Learning & Teaching Division provides academic and multilingual programs designed for English learners and Long Term English Learners to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities. Additionally the	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022 and 2022-2023 school year. These data points demonstrates the need to provide ELs and LTELs academic programs and professional development to educators working with ELs and LTELs. Our ELs and LTELs depend on additional supports to access content and increase in academic performance by embedding the English Language Arts/Literacy standard with language knowledge as our ELs and LTELs often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of EL and LTEL children. Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards ELs and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	district provides professional development, mentoring, and coaching for educators on research based language programs to assist in monitoring language learning and acquisition for English Learner students. The language programs are designed for ELs and LTELs to promote their linguistic and multilingual achievement by ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom. This limited action is designed to equip educators with the skills for language learning as ELs and LTELs are simultaneously building oral proficiency, writing skills, and content knowledge. This action also increases the district's ability to target ELs and LTELs by implementing the best research based instructional supports and monitoring system to increase reclassification rates.	our EL and LTEL Academic programs.
2.9	**Action:** EL Language Programs & PD **Need:** During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA	The Learning & Teaching Division provides language programs designed for ELs and LTELs to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities. Additionally the district provides professional development,	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022 and 2022-2023 school year. This data point demonstrates the need to provide EL academic programs and professional development to educators working with EL and LTEL students. Our ELs and LTELs depend on additional supports to access content and increase in academic performance by embedding the English Language Arts/Literacy standard with language knowledge as our ELs and LTELs often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of English Learner children. Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards ELs and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	mentoring, and coaching for educators on research based language programs to assist in monitoring language learning and acquisition for EL and LTEL students. The language programs are designed for ELs and LTELs to promote their linguistic and multilingual achievement by ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom. This limited action is designed to equip educators with the skills for language learning as ELs and LTELs are simultaneously building oral proficiency, writing skills, and content knowledge. This action also increase the district's ability to target ELs and LTELs by implementing the best research based instructional supports and monitoring system to increase reclassification rates.	our EL and LTEL language programs.
2.10	**Action:** Professional Development in EL and LTEL Strategies **Need:** During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA	The Learning & Teaching Division provides varied strategies (including research and evidence based strategies) such as Guided Language Acquisition and Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), Gradual Release, Quality Teaching For English Learners (QTEL), and EL shadowing, designed for English learners and specifically for the unique needs of our LTELs to promote their academic achievement by	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022 and 2022-2023 school year. Additionally, our CAASPP Long Term English Learner data results show that in 2022, 1126 students were Long-Term English Learners (LTELs) and increased to 1177 LTELs in 2023. According to research done through Rice University (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED623239.pdf) on LTEL's, LTELs are at risk for negative academic progress and at higher risk for dropping out of high school. These data points demonstrate the need to provide our LTELs with differentiated supports and strategies designed to accelerate learning and support in earlier reclassification so that they can have academic success in high school and beyond. Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards English Learners that would encompass all ELs, including LTELs. **Scope:** Limited to Unduplicated Student Group(s)	providing educators professional development and coaching, through professional learning communities. Our LTELs depend on additional supports to access content and increase in academic performance by targeting their academic and linguistic needs. This limited action is designed to provide our instructional staff with added strategies and skills for language learning to accelerate learning for our LTELs by implementing the best research based instructional strategies that can effectively increase reclassification rates.	the additional instructional support provided.
4.6	**Action:** Multilingual Communication **Need:**	The Learning & Teaching Division provides English learner students (with a home language other than English) with interpretation and translation services that can allow communication and interaction with educators. This action	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. This data point demonstrates the need to provide our English learner families access to quality interpretation and translation services for language access. Educational partners highlighted the need for schools to communicate to be informed about students' academic and learning needs. **Scope:** Limited to Unduplicated Student Group(s)	increases the district's ability to communicate and work collaboratively with families that may speak another language (other than English). This action is designed to support families with the ability to communicate the academic needs of English learner children. Providing services to our families ensures equal access to their children's education and helps improve understanding and engagement.	We will also seek feedback from students, parents, and staff about communication provided in their primary language.

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.

In the Ontario-Montclair School District, all school sites serve 55% or more students who are considered unduplicated (Low Income, English Learners, and Foster Youth). Supporting quality universal and supplemental academic instruction is being achieved by providing each of our school sites with an instructional support staff (Goal 2, Action 3 and Goal 1, Action 2). Middle schools received an Intervention Teacher to support ELA and Math (Goal 1, Action 2) remediation and accelerate learning for students. Alternative Learning Teachers in the middle school setting, student mentors at 33 sites (Goal 3, Action 6), Outreach Consultants and School Outreach Assistants (Goal 3, Action 6) to support student engagement, behavior and social-emotional wellbeing were placed. The additional staff was hired to address gaps in academics and to address social-emotional and behavior needs principally directed to support our unduplicated student groups. By providing

this additional staff to work alongside existing school staff, with a focus on early literacy instruction in ELA and Math for all grade levels and student engagement, learning will be accelerated. Instructional Coaches support teachers in the use of evidence based, Tier 1 practices to meet the needs of our English Learners, Low Income and Foster Youth student groups. Outreach Consultants, Site Outreach Assistants, Alternative Learning teachers, and student mentors work directly with students to help engage in learning and support the socio-emotional wellbeing of students.

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	NA	1:24
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:14

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	188,821,382	74,978,254	39.709%	0.000%	39.709%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$164,391,719.00	$51,692,373.00	$157,197.00	$6,526,032.00	$222,767,321.00	$183,510,169.00	$39,257,152.00

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	Transportation & Safety	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$4,912,614.00	$0.00	$4,912,614.00				$4,912,614.00	
1	1.2	Additional Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$36,569,813.00	$0.00	$24,576,403.00	$10,602,255.00		$1,391,155.00	$36,569,813.00	
1	1.3	Technology Infrastructure & Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,649,887.00	$2,649,887.00				$2,649,887.00	
1	1.4	Base Program Staffing	All	No			All Schools	Ongoing	$30,558,421.00	$0.00	$24,615,059.00	$5,874,976.00	$68,386.00		$30,558,421.00	
1	1.5	Staff Recruitment & Retention	All	No			All Schools	Ongoing	$157,896.00	$0.00	$157,896.00				$157,896.00	
1	1.6	Core Instructional Materials	All	No			All Schools	Ongoing	$0.00	$6,078,465.00	$4,649,779.00	$1,428,686.00			$6,078,465.00	
1	1.7	Teacher Initiated Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$69,782.00	$69,782.00				$69,782.00	
1	1.8	Safe & Maintained Facilities	All	No			All Schools	Ongoing	$4,514,491.00	$6,671,061.00	$11,185,552.00				$11,185,552.00	
1	1.9	Classified Staff PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,865.00	$104,787.00	$217,652.00				$217,652.00	
2	2.1	Humanities and STEM PD & Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,127,285.00	$110,504.00	$323,963.00			$913,826.00	$1,237,789.00	

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
2	2.2	Coaching & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$641,993.00	$27,000.00	$491,371.00		$88,811.00	$88,811.00	$668,993.00	
2	2.3	Technology Integration	All	No			All Schools	Ongoing	$240,419.00	$33,446.00		$179,681.00		$94,184.00	$273,865.00	
2	2.4	Magnet, College and Career, & Specialty Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,353,380.00	$381,550.00	$2,120,265.00			$614,665.00	$2,734,930.00	
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$493,272.00	$433,000.00	$344,337.00	$485,736.00		$96,199.00	$926,272.00	
2	2.6	MTSS Academic Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,563,256.00	$0.00	$17,342,460.00	$220,796.00			$17,563,256.00	
2	2.7	Intervention Resources & Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$275,053.00	$2,665,429.00	$664,974.00	$2,010,508.00		$265,000.00	$2,940,482.00	
2	2.8	EL Academic Programs & PD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$584,751.00	$509,951.00	$596,251.00			$498,451.00	$1,094,702.00	
2	2.9	EL Language Programs & PD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$314,934.00	$10,807.00	$63,003.00			$262,738.00	$325,741.00	
2	2.10	Professional Development in EL and LTEL Strategies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$136,235.00	$32,000.00	$168,235.00				$168,235.00	
2	2.11	SPED Academic Programs	Students with Disabilities	No			All Schools	Ongoing	$45,768,917.00	$84,863.00	$45,853,780.00				$45,853,780.00	

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
2	2.12	SPED PD & Resources	Students with Disabilities	No			All Schools	Ongoing	$0.00	$28,325.00		$28,325.00			$28,325.00	
2	2.13	Expanded Learning	All	No			All Schools	Ongoing	$1,330,030.00	$17,727,293.00		$19,023,323.00		$34,000.00	$19,057,323.00	
2	2.14	Administrative Leadership Development	All	No			All Schools	Ongoing	$541,079.00	$1,500.00	$542,579.00				$542,579.00	
2	2.15	Universal Transitional Kinder	All	No			All Schools	Ongoing	$1,236,950.00	$66,787.00	$13,737.00	$1,290,000.00			$1,303,737.00	
3	3.1	MTSS SEL & Behavioral PD Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,648,680.00	$71,400.00	$17,483,680.00	$175,000.00		$61,400.00	$17,720,080.00	
3	3.2	Social-emotional Intervention Resources & Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$261,300.00	$261,300.00				$261,300.00	
3	3.3	Case Management Integrated Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,497.00	$120.00	$60,617.00				$60,617.00	
3	3.4	Mental Health & Crisis Integrated Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$124,620.00	$15,120.00	$139,740.00				$139,740.00	
3	3.5	Mental Health Support for Staff	All	No			All Schools	Ongoing	$0.00	$78,703.00	$78,703.00				$78,703.00	
3	3.6	School Climate & Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,725,689.00	$34,350.00	$1,606,383.00	$8,241,526.00		$1,912,130.00	$11,760,039.00	
3	3.7	Expanded Learning-Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,142,621.00	$668,000.00	$58,000.00	$1,752,621.00			$1,810,621.00	
3	3.8	SPED SEL PD	Students with Disabilities	No			All Schools	Ongoing	$0.00	$14,163.00		$14,163.00			$14,163.00	
3	3.9	Cultural Proficiency & Equity	All	No			All Schools	Ongoing	$341,551.00	$28,000.00	$369,551.00				$369,551.00	
3	3.10	Security & Campus Wellbeing	All	No			All Schools	Ongoing	$1,367,752.00	$87,800.00	$1,455,552.00				$1,455,552.00	

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
4	4.1	Building Family Capacity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$738,406.00	$126,360.00	$615,293.00			$249,473.00	$864,766.00	
4	4.2	Family & Community Engagement	All	No			All Schools	Ongoing	$151,514.00	$39,000.00	$151,514.00			$39,000.00	$190,514.00	
4	4.3	Shared Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$45,000.00	$40,000.00			$5,000.00	$45,000.00	
4	4.4	SPED Family Capacity	Students with Disabilities	No			All Schools	Ongoing	$0.00	$77,000.00		$77,000.00			$77,000.00	
4	4.5	Promise Scholars	All	No			All Schools	Ongoing	$186,135.00	$5,000.00	$191,135.00				$191,135.00	
4	4.6	Multilingual Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$316,172.00	$4,500.00	$320,672.00				$320,672.00	
5	5.1	ELA and Math Targeted Intervention Programs	All	No			Specific Schools: Online Academy	1 year	$133,659.00	$14,899.00		$148,558.00			$148,558.00	
5	5.2	Integrated Supports and Resources	All	No			Specific Schools: Online Academy	1 year	$139,219.00	$0.00		$139,219.00			$139,219.00	

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
188,821,382	74,978,254	39.709%	0.000%	39.709%	$75,126,882.00	0.000%	39.787 %	**Total:**	$75,126,882.00
								LEA-wide Total:	$73,634,384.00
								Limited Total:	$1,148,161.00
								Schoolwide Total:	$344,337.00

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	Transportation & Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	$4,912,614.00	
1	1.2	Additional Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,576,403.00	
1	1.3	Technology Infrastructure & Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,649,887.00	
1	1.7	Teacher Initiated Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,782.00	
1	1.9	Classified Staff PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,652.00	
2	2.1	Humanities and STEM PD & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$323,963.00	
2	2.2	Coaching & Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$491,371.00	

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 (%)
					Low Income			
2	2.4	Magnet, College and Career, & Specialty Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,120,265.00	
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$344,337.00	
2	2.6	MTSS Academic Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,342,460.00	
2	2.7	Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$664,974.00	
2	2.8	EL Academic Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$596,251.00	
2	2.9	EL Language Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$63,003.00	
2	2.10	Professional Development in EL and LTEL Strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$168,235.00	
3	3.1	MTSS SEL & Behavioral PD Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,483,680.00	
3	3.2	Social-emotional Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$261,300.00	
3	3.3	Case Management Integrated Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,617.00	
3	3.4	Mental Health & Crisis Integrated Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,740.00	
3	3.6	School Climate & Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,606,383.00	
3	3.7	Expanded Learning-Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$58,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	**4.1**	Building Family Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$615,293.00	
4	**4.3**	Shared Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
4	**4.6**	Multilingual Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$320,672.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$209,890,610.00	$214,395,435.65

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**	Transportation & Safety	Yes	$4,982,888.00	4,208,551.52
1	**1.2**	Additional Student Support	Yes	$33,190,785.00	39,913,717.76
1	**1.3**	Technology Infrastructure & Access	Yes	$1,473,300.00	1,947,138
1	**1.4**	Base Program Staffing	No	$30,039,281.00	29,462,306.47
1	**1.5**	Staff Recruitment & Retention	No	$150,207.00	162,060.62
1	**1.6**	Core Instructional Materials	No	$1,564,086.00	1,340,596.57
1	**1.7**	Teacher Initiated Professional Development	Yes	$69,782.00	87,468.69
1	**1.8**	Safe & Maintained Facilities	No	$11,344,309.00	10,488,406.45
1	**1.9**	Classified Staff PD	Yes	$232,868.00	173,825.15
2	**2.1**	Humanities and STEM PD & Resources	Yes	$1,177,641.00	1,055,377.24
2	**2.2**	Coaching & Support	Yes	$653,552.00	590,727.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Technology Integration	Yes	$611,019.00	249,838.77
2	**2.4**	Magnet, College and Career, & Specialty Programs	Yes	$2,908,749.00	2,308,710.12
2	**2.5**	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	$3,127,434.00	2,907,330.97
2	**2.6**	MTSS Academic Implementation	Yes	$18,207,596.00	18,025,712.73
2	**2.7**	Intervention Resources & Assessment	Yes	$1,174,352.00	1,263,005.41
2	**2.8**	EL Academic Programs & PD	Yes	$845,024.00	904,588.67
2	**2.9**	EL Language Programs & PD	Yes	$305,213.00	369,891.41
2	**2.10**	Professional Development in EL and LTEL Strategies	Yes	$38,500.00	31,343.12
2	**2.11**	SPED Academic Programs	No	$41,742,291.00	41,650,963
2	**2.12**	SPED PD & Resources	No	$10,911.00	21,792
2	**2.13**	Expanded Learning	Yes	$19,052,376.00	19,807,764.87
2	**2.14**	Administrative Leadership Development	No	$428,178.00	546,535.88
2	**2.15**	Universal Transitional Kinder	No	$287,764.00	395,374.01

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	3.1	MTSS SEL & Behavioral PD Implementation	Yes	$18,291,840.00	17,990,228.87
3	3.2	Social-emotional Intervention Resources & Assessment	Yes	$247,337.00	316,473.51
3	3.3	Case Management Integrated Supports	Yes	$60,617.00	88,394.45
3	3.4	Mental Health & Crisis Integrated Supports	Yes	$70,617.00	61,171.79
3	3.5	Mental Health Support for Staff	No	$79,594.00	78,703
3	3.6	School Climate & Student Engagement	Yes	$12,660,586.00	12,686,991.68
3	3.7	Expanded Learning- Enrichment Opportunities	Yes	$1,563,410.00	1,836,683
3	3.8	SPED SEL PD	No	$192,865.00	21,792
3	3.9	Cultural Proficiency & Equity	No	$208,000.00	369,551
3	3.10	Security & Campus Wellbeing	No	$1,011,439.00	1,030,672.65
4	4.1	Building Family Capacity	Yes	$799,662.00	870,203.15
4	4.2	Family & Community Engagement	No	$116,359.00	141,664.34
4	4.3	Shared Family Engagement	Yes	$47,000.00	46,612.27
4	4.4	SPED Family Capacity	No	$80,000.00	91,570

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Promise Scholars	No	$237,441.00	264,217.31
4	**4.6**	Multilingual Communication	Yes	$316,269.00	323,680.03
5	**5.1**	ELA and Math Targeted Intervention Programs	No	$153,821.00	149,063.39
5	**5.2**	Integrated Supports and Resources	No	$135,647.00	114,735.91

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)
75,058,806	$77,014,511.00	$77,237,101.91	($222,590.91)	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	Transportation & Safety	Yes	$4,982,888.00	4,208,551.52		
1	1.2	Additional Student Support	Yes	$26,743,298.00	28,943,343.80		
1	1.3	Technology Infrastructure & Access	Yes	$1,473,300.00	1,947,138		
1	1.7	Teacher Initiated Professional Development	Yes	$69,782.00	87,468.69		
1	1.9	Classified Staff PD	Yes	$232,868.00	173,825.15		
2	2.1	Humanities and STEM PD & Resources	Yes	$248,196.00	248,196.00		
2	2.2	Coaching & Support	Yes	$517,423.00	337,612.68		
2	2.3	Technology Integration	Yes	0	0		
2	2.4	Magnet, College and Career, & Specialty Programs	Yes	$2,363,076.00	1,745,195.35		
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	$27,275.00	0		
2	2.6	MTSS Academic Implementation	Yes	$17,986,833.00	17,912,918.07		
2	2.7	Intervention Resources & Assessment	Yes	$312,576.00	314,571.51		
2	2.8	EL Academic Programs & PD	Yes	$571,663.00	472,215.18		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.9**	EL Language Programs & PD	Yes	$59,043.00	63,412.11		
2	**2.10**	Professional Development in EL and LTEL Strategies	Yes	$28,500.00	18,843.12		
2	**2.13**	Expanded Learning	Yes				
3	**3.1**	MTSS SEL & Behavioral PD Implementation	Yes	$17,986,833.00	17,647,518.67		
3	**3.2**	Social-emotional Intervention Resources & Assessment	Yes		70,750.79		
3	**3.3**	Case Management Integrated Supports	Yes	$60,617.00	0		
3	**3.4**	Mental Health & Crisis Integrated Supports	Yes	$70,617.00	61,171.79		
3	**3.6**	School Climate & Student Engagement	Yes	$2,306,081.00	1,964,765.31		
3	**3.7**	Expanded Learning-Enrichment Opportunities	Yes	$218,160.00	201,794.50		
4	**4.1**	Building Family Capacity	Yes	$399,213.00	462,217.37		
4	**4.3**	Shared Family Engagement	Yes	$40,000.00	31,912.27		
4	**4.6**	Multilingual Communication	Yes	$316,269.00	323,680.03		

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)
188,717,535	75,058,806	0.974%	40.747%	$77,237,101.91	0.000%	40.927%	$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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