2025-26 LCAP
Mid-Year Progress Report



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What the Mid-Year LCAP Report Does - And Does Not Do

This report shares where we are now and how our work is progressing.

Known



- Mid-year data available

In Progress



- Partial data to date

End-of-Year Data Pending



- Not yet measureable



Guiding Principle: mid-year LCAP Reports are about transparency and course correction

LCAP Overview: Goals, Students, and Priorities

Three-year plan aligned to state priorities

Resources targeted to:



Supports for English Learners



Services for students in foster care



Assistance for homeless students



Additional support for socioeconomically disadvantaged students

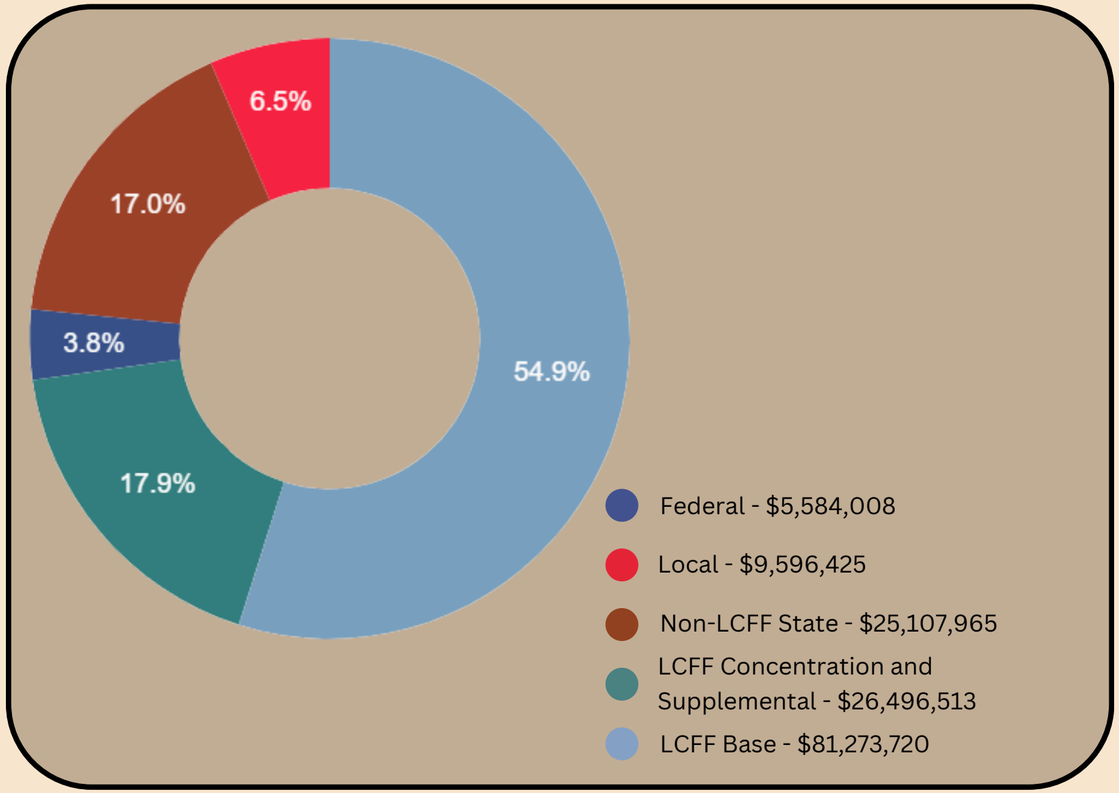
Focus on equity, access and outcomes.

LCAP Investments: Where the Dollars Are Going

Total LCAP-aligned funds tied to actions and services

Mix of:

- LCFF Base
- LCFF Supplemental Concentration
- Federal and State Funds



Goal 1: Equitable Learning Conditions



Goal 2: MTSS & Student Supports



Goal 3: Family & Community Engagement



Spending is on pace for mid-year

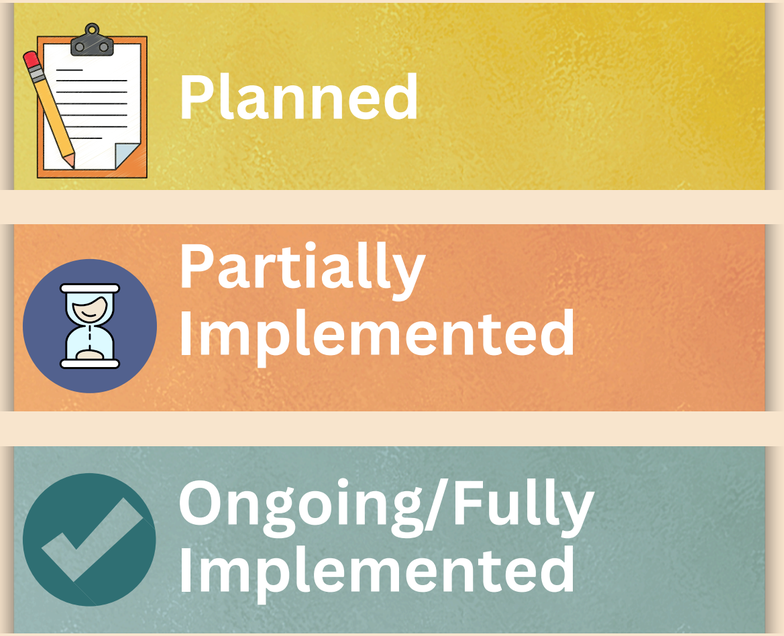
How the District Tracks LCAP Actions

We monitor

- Staffing in place
- Services launched
- Materials delivered
- Responsible leads identified

Implementation status categories:

- Planned
- Partially Implemented
- Ongoing / Fully Implemented



% of adopted budget spent or encumbered as of mid-year

Detailed action-level expeditures are included in the Mid-Year LCAP Report

Mid-Year Districtwide Progress Snapshot

Access to instructional materials still at 100%

Increased access to counseling & supports

Chronic absenteeism down overall

Suspensions down overall, but subgroups a concern

Detailed data and ayalysis available in the Mid-Year LCAP Report



Goal 1: Equitable and Inclusive Conditions of Learning

Focus areas:

- Instructional materials and facilities
- Highly qualified staff
- Early learning and literacy
- Student wellness and belonging

Metric Area	Status	Outcome
Instructional Materials & Facilities	Ongoing	100% materials access and "Good" facilities rating
Qualified Staff	Partially Implemented	Improved but in-progress teacher recruitment
Early Learning & Literacy	Ongoing	Preschool enrollment increased
Wellness & Belonging	Ongoing	Visits to wellness centers doubled
Tiered Services Survey	In Progress	Deliberate delay to align survey with solid MTSS systems

Fiscal Update: $144.7M

Spent YTD $73.1M — 50.5%

Detailed data and ayalysis available in the Mid-Year LCAP Report





Goal 2: MTSS & Student Supports

Metric Area	Status	Outcome
Academic Interventions	Ongoing	Expanded districtwide MTSS structure for academic supports
Behavioral Supports	Partially Implemented	Improved but in-progress tiered behavioral supports
Attendance Monitoring	Ongoing	New districtwide attendance system launched, absenteeism down 20.5% overall
Student Climate Surveys	Ongoing	79% favorable student rating & strong parent feedback
Tiered Services Survey	In Progress	Deliberate delay to align survey with solid MTSS systems

Fiscal Update: $6.9M

Spent YTD:3.4M 49%

- MTSS implementation expanded districtwide
- Increased coordination of:
  - Academic interventions
  - Behavioral supports
  - Attendance monitoring







Goal 3: Family & Community Engagement

Metric Area	Status	Outcome
Training for Families	Ongoing	Workshops offered on academic & navigation skills
Community Partnerships	Ongoing	Collaboration with 15+ community partners
Two-Way Communication	Partially Implemented	Improved but still mix of proactive & reactive outreach
Parent Connectedness	Ongoing	95% favorable parent rating for site engagement

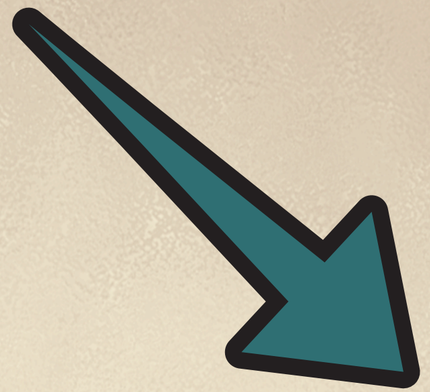
Fiscal Update: $6.0M

Spent YTD: $2.5M — 41.5%

- **Strong parent survey results maintained**
- **Expanded outreach and participation**
- **Community and wellness support are critical**

Attendance: Mid-Year Trends and Targeted Response

Overall Chronic Absenteeism
Decreasing
EOY and Mid-Year



Decreased 2% Overall

Focused Improvement:

- Black/African Americans - 30.6%
- Homeless - 44.6%

Targeted supports for:

- Black/African Americans
- Homeless
- Students with Disabilities

Daily monitoring and site-level response include:

- Attendance monitoring
- Family outreach
- Counseling and community supports

Attendance is a required LCAP indicator and an early measure of MTSS effectiveness, guiding timely intervention and resource allocation.



Next Steps

Now

Continued monitoring and making adjustment through spring

Spring

LCAP Feedback
&
Community Outreach

June

End -of-Year coutcomes reported with the annual LCAP Report

Goal 4:

By June 6th 2025, the percentage of students who are chronically absent will reduce by 10.9% from 40.9% to 30%. Attendance data will be monitored on a daily basis by our administrative assistant and community liaison to ensure that students who begin to show concerning attendance trends are identified and supported. Our goal will be to maintain 90% average daily attendance.

Metric	2024-25 Mid-Year Update	Status
California Dashboard data - Chronic Absenteeism	Overall Chronic Absenteeism: 24.3% (Increased from 2023) McKinney Vento: 43.6% (Slight increase from 42%) Foster Youth: 52% (Increased) English Learners: 23.6% (Increased) Socioeconomically Disadvantaged: 26.9% (Increased) Students with Disabilities: 33.5% (Increased) Hispanic/Latino: 26.9% (Increased) Pacific Islander: 39.1% (Increased) African American: 27.1% (Decreased)	Final
Average Daily Attendance Records	As of January 2025, Average Daily Attendance is 95.69%	OI





Adopted Budget

$105,991

Expenditures YTD

$7,193

6.7%

Percentage Spent

Thank You!

