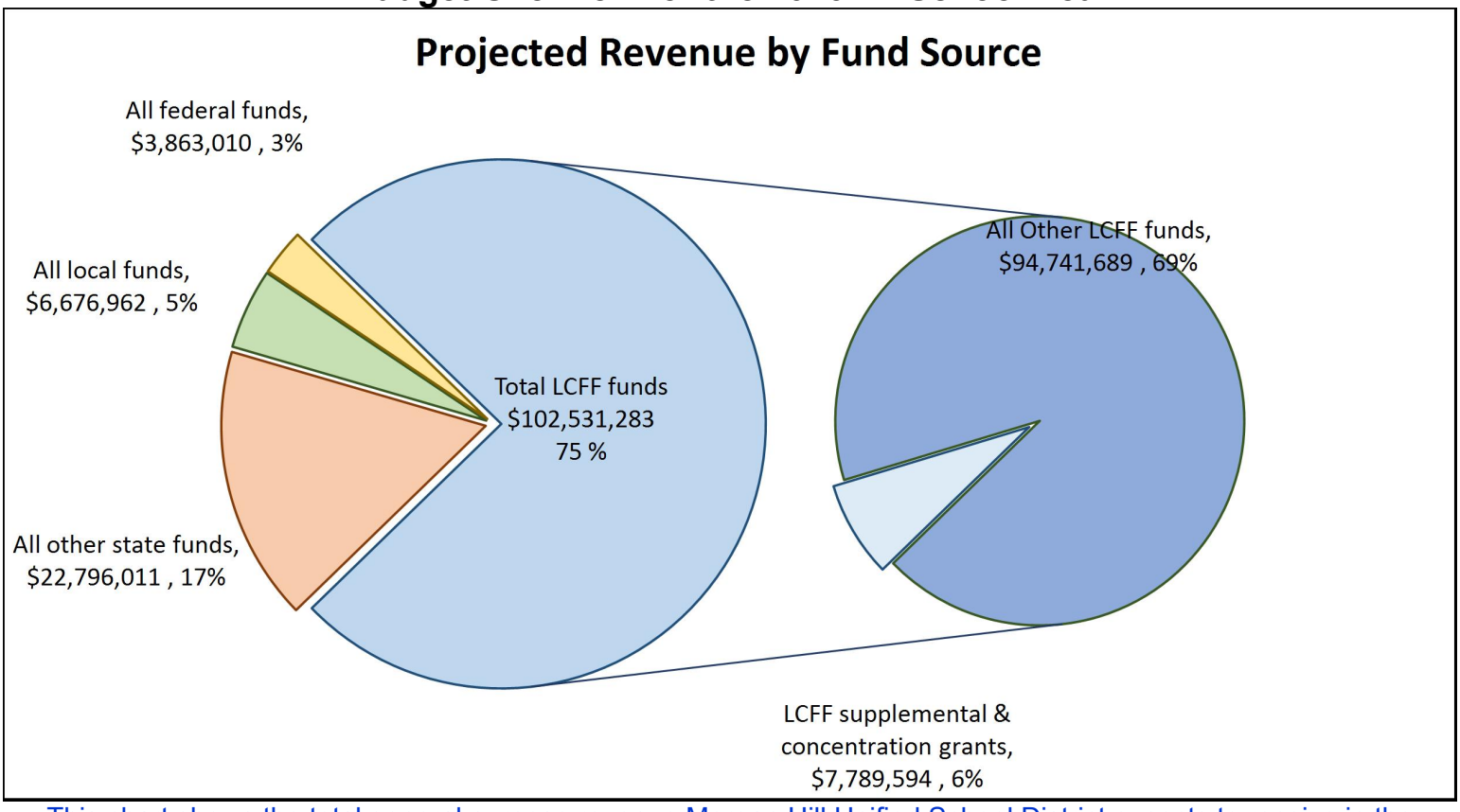
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morgan Hill Unified School District
CDS Code: 43695830000000
School Year: 2026-27
LEA contact information:
Dr. Carmen García
Superintendent
garciacarmen@mhusd.org
408.201.6023

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

Budget Overview for the 2026-27 School Year

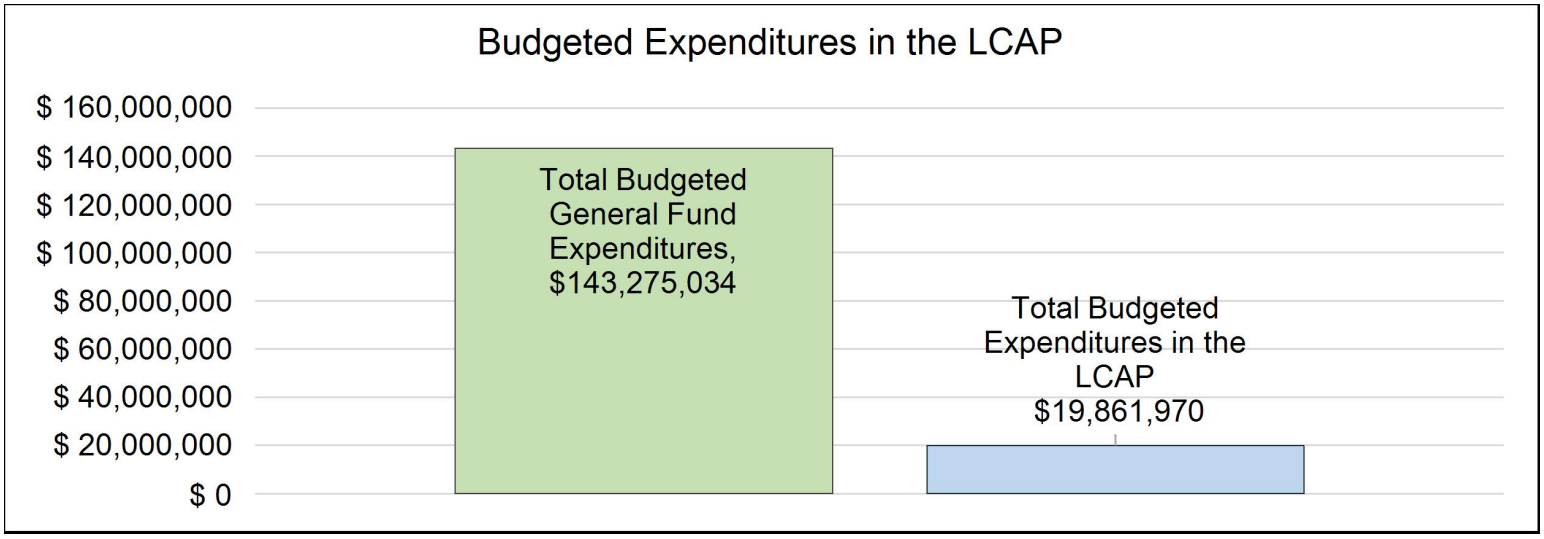


This chart shows the total general purpose revenue Morgan Hill Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morgan Hill Unified School District is $135,867,266, of which $102,531,283 is Local Control Funding Formula (LCFF), $22,796,011 is other state funds, $6,676,962 is local funds, and $3,863,010 is federal funds. Of the $102,531,283 in LCFF Funds, $7,789,594 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 Morgan Hill Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morgan Hill Unified School District plans to spend $143,275,034 for the 2026-27 school year. Of that amount, $19,861,970 is tied to actions/services in the LCAP and $123,413,064 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Morgan Hill Unified School District plans to spend $143,275,034 for the 2026-27 school year. Of that amount, $19,861,970 is tied to actions/services in the LCAP, and $123,413,064 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

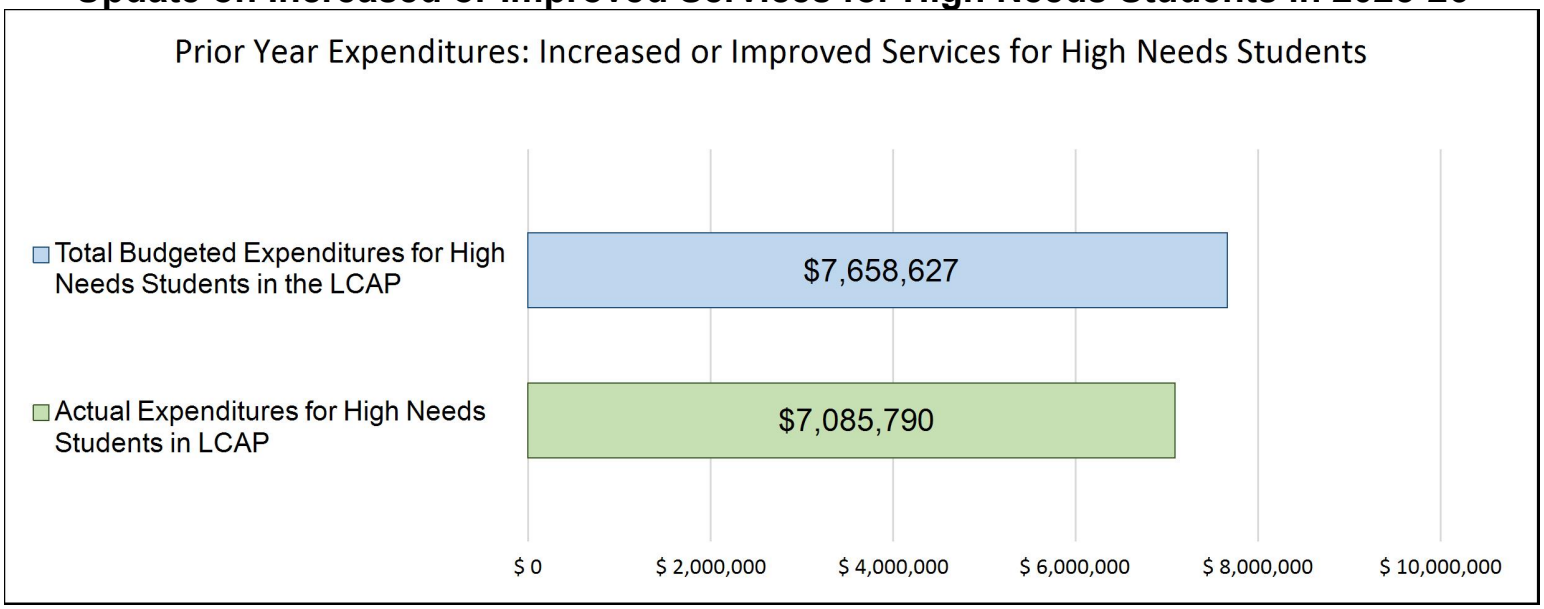
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Morgan Hill Unified School District is projecting it will receive $7,789,594 based on the enrollment of foster youth, English learner, and low-income students. Morgan Hill Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Morgan Hill Unified School District plans to spend $7,555,864 towards meeting this requirement, as described in the LCAP.

While the district's budgeted allocation to increase or improve services for high-needs students in the 2026–27 LCAP is $7,555,864, representing a $233,730 variance from our projected revenue of $7,789,594, Morgan Hill Unified School District remains fully committed to dedicating these funds to English Learners, Foster Youth, and Socioeconomically Disadvantaged students. These targeted funds will be utilized to sustain critical services as restricted grant funding expires, at which point Local Control Funding Formula (LCFF) Supplemental funds will absorb and continue these essential expenditures for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. MHUSD will fully meet its overall increased or improved services requirement through a combination of these targeted funds and a Planned Percentage of Improved Services of 2.38%.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Morgan Hill Unified School District's LCAP budgeted $7,658,627 for planned actions to increase or improve services for high needs students. Morgan Hill Unified School District actually spent $7,085,790 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $572,837 had the following impact on Morgan Hill Unified School District’s ability to increase or improve services for high needs students:

The text description of the above chart is as follows: In 2025-26, Morgan Hill Unified School District's LCAP budgeted $7,658,626.86 for planned actions to increase or improve services for high needs students. Morgan Hill Unified School District actually spent $7,085,790.40 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $572,836.46 had the following impact on Morgan Hill Unified School District’s ability to increase or improve services for high needs students:

The Morgan Hill Unified School District met its increased or improved services requirement in the 2025–26 fiscal year through limited actions (specifically actions 1.0.u and 1.4.j). While the district initially referenced its planned targets, what actually occurred during the fiscal year is that these targeted, limited implementations successfully resulted in an Actual Percentage of Improved Services of 2.3% for our high-needs students.

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

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

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

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.

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

Morgan Hill Unified School District encompasses a diverse population and occupies a substantial 300-square-mile area in the southern region of Santa Clara County. The 14 neighborhood schools are the heartbeat of the community, with each serving as a central destination for education, growth, and support at both the academic and social-emotional levels. The District is currently the largest employer in the City of Morgan Hill, with approximately 800 employees, including maintenance workers, bus drivers, office staff, teachers, and administrators.

The District serves an estimated 7,829 students within six elementary schools, two TK-8 schools, two comprehensive middle schools, one continuation high school, two comprehensive high schools, and one community adult school. MHUSD's schools are located in Morgan Hill, South San Jose, and San Martin. 16.4% (1286) of our students are English Learners (EL). 60% of our English Learners identified Spanish as their home language; the second-highest home language percentage is Vietnamese (2%), followed by 45 other languages representing the remaining EL population. Our student population identifies with the following racial/ethnic groups: 54.3% Hispanic/Latino/a, 23.4% White,

8.4% Asian, 5.9% Two or more races, 2.3% Filipino, and 1.3% African American. Morgan Hill Unified School District has an unduplicated student count of 40.5% of our student population.

The elementary schools offer five focus academies that capture the interest of students and staff alike. San Martin/Gwinn welcomes nearly 650 students in TK-8 and offers a 90/10 Dual Immersion Multicultural Education (DIME) model and an Environmental Science Academy. P.A. Walsh School is a unique school that provides students with two exciting academic opportunities: a STEAM academy program and a 50/50 Dual Language Immersion program. With music woven into the learning experience, Jackson Academy of Math and Music fosters a love of learning for over 690 students in TK-8. El Toro Health and Science Academy and Paradise Valley Engineering Academy ignite a passion for discovery in young minds. These schools, serving approximately 440 to 460 students, create dynamic learning environments with dedicated maker spaces that foster creativity and innovation in a smaller school setting. Barrett and Los Paseos Elementary Schools create a strong sense of belonging for their TK-5 students, fostering a community of nearly 375 to 415 learners who are empowered by meaningful and impactful education. Nordstrom, the largest TK-5 school, fosters a welcoming and inclusive environment where nearly 640 students thrive.

Both comprehensive middle schools foster inviting, inclusive learning environments that prepare students for high school. Britton Middle School is one of the new state-of-the-art remodeled campuses in downtown Morgan Hill and welcomes close to 650 students in grades 6th-8th. Martin Murphy Middle School welcomes close to 470 students on its campus and offers a variety of extracurricular activities for students with a range of interests in San Jose.

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

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

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

Reflections: Annual Performance

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

2025-26 Update

Morgan Hill Unified School District's (MHUSD) deliberate and systemic implementation of its strategic plan is demonstrably improving student outcomes, as evidenced by significant positive shifts across the California School Dashboard indicators.
A comprehensive analysis of the Morgan Hill Unified School District (MHUSD) California School Dashboard data from 2024 to 2025 demonstrates a profound, systemwide trajectory of growth, validating the district's coordinated focus on student outcomes. When examining the year-over-year shifts, every single state indicator maintained or advanced its performance color level, with multiple critical areas experiencing substantial gains of one or more levels. This positive momentum reflects the tangible impact of the district's data-informed interventions, targeted staff coaching, and systemic alignment across school sites.
The most pronounced growth was observed in our campus climate and engagement metrics, indicating that our enhanced Multi-Tiered Systems of Support (MTSS) and inclusion practices are yielding meaningful results. The district's Suspension Rate achieved a two-level jump, advancing from Orange (Low Performance) in 2024 to Green (High Performance) in 2025. This exceptional progress highlights the success of our restorative practices and the shared commitment to Positive Behavioral Interventions and Supports across the district. Concurrently, the district maintained a stable, positive position in Chronic Absenteeism, remaining at the Yellow (Medium Performance) level. By keeping chronic absenteeism from regressing while dramatically lowering suspension rates, MHUSD has successfully expanded instructional time and fostered safer, more welcoming learning environments for all student groups.

This positive culture of engagement directly translated into accelerated academic success and improved secondary outcomes. The district's Graduation Rate advanced from Green in 2024 to Blue in 2025, reaching the highest possible performance tier. Alongside this peak graduation milestone, the College/Career Readiness indicator similarly moved upward, shifting from Yellow to Green. This dual achievement underscores the effectiveness of our expanded Career Technical Education (CTE) pathways, robust Dual Enrollment initiatives, increase in Advanced Placement course offerings, and increase in the number of students passing Advanced Placement exams, and programs such as AVID, Link Crew, Freshmen On-Track, which collectively ensure that a higher percentage of our graduating seniors are fully equipped for postsecondary success.

The academic indicators for core content areas further mirror this upward trend, driven by intense professional learning and the targeted utilization of Teachers on Special Assignment (TOSAs). In English Language Arts (ELA), student performance successfully advanced from Orange in 2024 to Yellow in 2025. Mathematics followed a positive trajectory, transitioning its 2024 Orange status to a Yellow designation in 2025. This districtwide academic movement is directly attributed to our focus on foundational literacy alignment in grades TK-3, the strategic rollout of our P3 Coherence Coalition in Mathematics across elementary cohorts, and districtwide math professional development.

Finally, our structured language development programs achieved success on the 2025 Dashboard. English Learner Progress jumped an impressive two performance tiers, moving from Yellow in 2024 to Green in 2025. This rapid acceleration stands as a testament to the district's Plan for English Learner Success, the rigorous implementation of integrated and designated ELD support (Constructing Meaning), and the deep alignment across our Dual Language Immersion (DLI) programs. Taken as a whole, the transition from 2024 to 2025 proves that MHUSD's strategic alignment of goals, actions, and budgetary resources through the LCAP is successfully driving systemic outcomes and closing equity gaps for our students.

ATSI and CSI
An analysis of the district's school accountability designations from 2023 to 2025 reveals a profound and steady reduction in the number of school sites requiring intensive state support, demonstrating the systemic impact of MHUSD's targeted interventions. In 2023, the district faced a widespread challenge with eight schools identified for specialized support, including eight sites under Additional Targeted Support

and Improvement (ATSI) and one under Comprehensive Support and Improvement (CSI Grad). Through deliberate alignment of systems, data-informed practices, teacher support, and classroom instruction, and strategic district goals focused on student outcomes, the district successfully reduced that footprint to just two ATSI sites in 2024. The school in CSI also exited that designation in 2024.
By 2025, MHUSD exited all schools from ATSI status entirely. This exceptional year-over-year decrease highlights the efficacy of the district's continuous improvement model, as the few remaining school-level identifications have shifted downward into the lower-tier Targeted Support and Improvement (TSI) category at only two locations, providing clear evidence that MHUSD is systematically closing achievement gaps and elevating outcomes across campuses.

MHUSD Dashboard Progress 2025:
English Learner Progress Indicator: Yellow (2024) to Green (2025)
Graduation Rate Indicator: Green (2024) to Blue (2025)
Chronic Absenteeism Indicator: Yellow (2024) to Yellow (2025); declined 2.1 points
Suspension Indicator: Orange (2024) to Green (2025)
Academic Indicator- ELA: Orange (2024) to Yellow (2025)
Academic Indicator- Math: Orange (2024) to Yellow (2025)

MHUSD Groups with the Lowest Performance Indicators 2025 Dashboard
Academic Indicator- Math
- Students with Disabilities
- African American Students

Chronic Absenteeism
- Long-Term English Learners
- Foster Youth
- African American students

Student Groups with the Lowest Performance Indicators 2025 Dashboard

Barrett Elementary
ELPI (EL)
Academic Indicator- ELA (EL, SED, HI)
Academic Indicator- Math (EL, SED, SWD, HI)

El Toro Elementary
Chronic Absenteeism (SED, SED, HI)

Jackson Academy of Math and Music
Academic Indicator - ELA (SWD)
Academic Indicator- Math (SWD)
Suspension Rate Indicator- HOM
Chronic Absenteeism (HOM, SWD, HI)

Nordstrom Elementary
Academic Indicator - ELA (SWD)
Academic Indicator- Math (SWD)

P.A. Walsh STEAM Academy
English Learner Performance Indicator (EL)

Paradise Valley Engineering Academy
Suspension Indicator (SED, SWD)
Chronic Absenteeism (EL, SED, SWD, HI)

San Martin/Gwinn Environmental Science Academy
Academic Indicator - ELA (EL, SWD)
Academic Indicator- Math (EL, SWD)
Suspension Rate Indicator (LTEL_

Britton Middle School
Academic Indicator - ELA (HOM)
Academic Indicator - Math (LTEL, HOM)
Chronic Absenteeism (ALL, EL, LTEL, SED, HOM, SWD, HI, WH, MR)

Martin Murphy Middle School
Academic Indicator - ELA (SWD)
Academic Indicator - Math (SWD)
Chronic Absenteeism- (LTEL, SWD, WH)

Live Oak High School
Academic Indicator - Math (EL, LTEL)

Central High School
Suspension Rate (All, SED, SWD, HI)

Learning Recovery Emergency Block Grant (LREBG) Carryover

MHUSD will use LREBG carryover funds to enhance administrative capacity and provide targeted student support at two TK-8 schools and one of our highest-need campuses, all of which serve large populations of socioeconomically disadvantaged students. This decision is rooted in student needs assessments conducted by the district, which identified the need for stronger on-site leadership to address both

academic recovery and social-emotional well-being following the disruptions of the pandemic.
The funding will support three Assistant Principal positions that will provide critical day-to-day leadership focused on meeting the unique developmental needs of TK-8 students. These administrators will strengthen instructional leadership through teacher coaching, improve student supervision, and help foster a positive school climate. Their work will directly support improved academic outcomes, stronger attendance, and greater student engagement—priorities reflected in both our LCAP and the goals of the Learning Recovery Emergency Block Grant. During FY 25/26, we expended$1,037,018.66 consisting of $672,674.66 carried over from 24/25 plus our 25/26 allocation of $364,425. These funds were used to support assistant principal positions aligned with these actions. Looking ahead to FY 26/27, an anticipated allocation of $728,000 will be dedicated to sustaining funding four assistant principal positions that will continue to advance these efforts.
(Goal 1, Action 1.0.v, Metric 1.0.e and 1.0.f).

LREBG Carryover from 24/25: $672,674.66
LREBG 25/26 Allocation: $364,425
LREBG Total Expended in 25/26: $1,037,099.66
LREBG 26/27 Projected Funds: $728,000

Reflections: Technical Assistance

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

2025-26

For the 2025-26 school year, MHUSD's DA work focused on

District Actions that Drove Improvement:

- Clear districtwide focus on student group outcomes tied to CA School Dashboard indicators
- Systematic district and site level data analysis and through Principal Data Chats, Guiding Coalition Data Chats, and the Professional Learning Team (PLT) process.
- Stronger alignment across Local Control and Accountability Plan (LCAP), Multi-Tiered Systems of Support (MTSS), instruction, and data systems
- Increased cross-department collaboration within the Educational Services Division (e.g., Curriculum & Instruction, Special Education, Student Services)
- Development of consistent routines for reviewing data and adjusting instruction

This strategic work has worked, as evidenced by the number of schools that have moved from ATSI and CSI in the past two years. All schools have exited ATSI and CSI.

2023
ATSI 8
CSI 1

2024
ATSI 2
CSI 0

2025
ATSI 0
CSI 0
TSI 2

2024-25

For the 2024-25 LCAP technical assistance reflection, MHUSD's DA work focused specifically on reducing suspensions district-wide, with Martin Murphy Middle School serving as a pilot site due to its rising suspension rates, particularly among Homeless students, Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged (SED) populations. A district team composed of the Assistant Superintendent of Educational Services, Directors of Elementary Education and Student Services, a District Teacher on Special Assignment, and the Murphy Middle School administration conducted a root cause analysis, culminating in the aim statement: "By the end of the 2024-25 school year, we will reduce the suspension rate by 6% (2% per quarter) at Martin Murphy School by calibrating adult responses to behavior and improving suspension processes. This reduction will benefit students identified as Homeless, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged (SED) students, their families, and the broader community, ultimately leading to better academic achievement and attendance."

The team developed action steps and met monthly to review data, implementation strategies, and outcomes, also participating in quarterly county DA meetings. This focused work at Martin Murphy Middle School contributed to significant improvements reflected in the 2024 Dashboard, where all previously "red" suspension indicators moved to "orange": English Learners (21.9% to 14.3%), Homeless Youth (25.8% to 14.5%), Socioeconomically Disadvantaged (19.2% to 17.3%), Students with Disabilities (20.6% to 17.9%), and Hispanic students (16.3% to 13.4%). Internal data suggests an even more substantial decrease in suspension rates for the 2024-25 school year, attributed to strategic actions at the school, including a Climate and Culture team, PBIS strategies, restorative practices, family workshops, and the integration of Wellness counselors and Community-Based Organizations. While the DA work centered on Martin Murphy Middle School, the district concurrently implemented these identified strategies across all sites through their respective Climate and Culture teams, demonstrating a district-wide commitment to reducing suspensions.

2023-24

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

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

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

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

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

Plan to Respond to Chronic Absenteeism
To respond to the analysis of chronic absenteeism, MHUSD has implemented initiatives around early identification and intervention, family community and engagement, student support services, incentive programs, professional development, and data-driven decision-making. MHUSD has implemented an early warning system to identify students at risk of chronic absenteeism. This system allows staff to intervene with personalized student and family support plans promptly. MHUSD has also improved the truancy process to be more restorative and intervene with support earlier. MHUSD staff are enhancing outreach efforts to engage families and the community. This involves regular communication with parents about the importance of consistent school attendance and providing resources to help overcome barriers such as transportation and health issues. School sites are also adding communication about attendance to their newsletters, parent meetings, and student conferences. Staff are also increasing the number of home visits to help build positive relationships with families and create a stronger home-to-school connection. MHUSD has increased access to student support services, including counseling and mental health resources. Wellness Counselors, academic counselors, and other community-based partnerships are actively involved in addressing the

underlying issues that contribute to absenteeism, such as anxiety, depression, and other social-emotional challenges. MHUSD has introduced incentive programs that recognize and reward students for improved attendance to encourage regular attendance. These programs aim to create a positive school culture that celebrates regular attendance. Staff across the district receive professional development focused on identifying and addressing chronic absenteeism. This training equips teachers, administrators, and support staff with the skills and strategies to support students effectively. The CARE team has created SMART goals to increase attendance for McKinney Vento students and is doing professional development with staff around the needs of this student population. Staff are leveraging data to track attendance patterns and measure the effectiveness of interventions. Regular data reviews allow staff to adjust strategies and ensure they meet students' needs. District staff are meeting with site administration to review data and go over students who are on the “cusp” to help create plans to increase attendance and meet families’ areas of need. In addition, staff are meeting with district leadership across departments to increase understanding and leverage their expertise around supporting students’ attendance from various viewpoints, including nutrition, transportation, and facilities. Through these targeted efforts, MHUSD is committed to reducing chronic absenteeism and ensuring that all students have the opportunity to succeed academically and thrive within our school community.

Plan to Respond to Suspension
To respond to the suspension analysis, MHUSD has implemented initiatives around restorative practices, positive behavioral interventions and support (PBIS), professional development, student support services, family and community engagement, and data-driven decision-making. MHUSD is implementing restorative justice practices to address the root causes of behavioral issues and promote a positive school climate. These practices focus on repairing harm, building relationships, and fostering community among students and staff. In addition, staff are working with our TK-5 and TK-8 sites to implement the Social Emotional Curriculum that focuses on developing the five Collaborative for Academic, Social, and Emotional Learning (CASEL) developmental competencies. MHUSD enhances PBIS frameworks across all schools. PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. All school sites this year had to be at Universal/Tier 1 in their Tiered Fidelity Inventory (TFI) for PBIS and work with their culture and climate teams on their action plans to reduce referrals and major offenses (suspensions). MHUSD provides ongoing professional development for staff on effective classroom management, de-escalation techniques, and culturally responsive practices. This training equips teachers and administrators with the skills to handle disciplinary issues constructively. Wellness Counselors and support staff are crucial in addressing students' social-emotional needs. By providing counseling, mentorship, and other support services, staff aim to reduce incidents that lead to suspensions. MHUSD is strengthening partnerships with families and community organizations to create a supportive student network. Engaging families in the disciplinary process and providing them with resources helps address behavioral issues more effectively. MHUSD utilizes data to monitor suspension rates and evaluate the effectiveness of interventions. Regular data reviews enable staff to make informed decisions and adjust strategies to support students better. This year, staff implemented the Multi-Disciplinary Team, Targeted/Tier 3 support for sites to get support for students who have exhibited continued at-risk behaviors or may need a higher level of care/support. Through these initiatives, MHUSD is committed to reducing suspension rates and fostering a safe, inclusive, and supportive learning environment for all students. By addressing disciplinary issues holistically, we aim to enhance student well-being and academic success.

Plan to Respond to Mathematics
To respond to the analysis of students not making adequate gains in mathematics, MHUSD has worked with teachers and leadership at each school level. At the elementary level, two schools have been identified to participate in the P-3 Collaborative Pre-K to 3 Coherence Collaboration (P3CC) during the 2024-25 school year. This collaboration with California Education Partners is a three-year cohort process during which the learnings at the initial two schools will expand to encompass all MHUSD elementary schools. At the middle school level, the District Math Teacher on Special Assignment (TOSA) has conducted a book study on Building Thinking Classrooms in Mathematics

supported by facilitated conversations, collaborative planning, and coaching opportunities. At the high school level, the District Math TOSA and District English Language Development TOSA collaborated with the Integrated Math I teachers to identify ways to strengthen access to instruction for students identified as English Learners supported by facilitated conversations, collaborative planning, and classroom visit feedback. At the district-wide level, MHUSD has begun a partnership with the Silicon Valley Mathematics Initiative (SVMI) to learn more about the newly adopted California Mathematics Framework to better understand the best practices in how mathematics should be taught as well as to prepare for an upcoming mathematics curriculum adoption based on the timeline provided by the California Department of Education.

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable. No schools under CSI this school year.

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
Parents, Families, Staff and Community Members	MHUSD provided two administration windows for the online LCAP survey this school year. The first survey administration took place February 2-13, 2026. The second administration took place March 2-13, 2026. Mass communications were sent to staff, families, and the community via the district and school site messaging platforms, social media, websites, newsletters, and LCAP Survey flyers. Participants provided feedback on their experiences with District programs, services, and supports, identified areas of strength and growth, and ways we can improve. This year, we had a total of 3147 responses to the survey: -Parents: 86 -Staff: 178 -Students (grades 5-12): 3,078 -Community Members: 7
District English Learner Advisory Committee	The LCAP was shared with the District English Learner Advisory Committee (DELAC) on February 23, 2026; March 23, 2026; and April 24, 2026, for input and feedback. The DELAC comprises members from each school in the district, as well as district staff responsible for English Learner programs and services. One of our Trustees serves on the DELAC committee. DELAC members reviewed each LCAP goal (including actions and metrics) and provided input and feedback regarding success and challenges. Input and feedback were captured during the meetings and compiled into a district document. DELAC members were also encouraged to complete the LCAP online survey. DELAC members were encouraged to share what they learned and

Educational Partner(s)	Process for Engagement
	solicit feedback from their respective ELAC site committees to report on the following DELAC committee meeting. DELAC members provide invaluable input and insights on the needs of our English Learners and strategies for fostering family and community engagement.
LCAP Advisory Committee	The LCAP Advisory Committee includes students, staff, and parents. The LCAP Advisory Committee was facilitated by the Assistant Superintendent of Educational Services and district leadership. Committee membership represents key educational partner groups, including parent leaders, parents of students with disabilities, parents of English Learners, certificated and classified staff, site administration, and high school student representatives. The LCAP Advisory Committee met via Zoom on February 26, 2026; March 24, 2026; April 29, 2026; and May 15, 2026, to provide input and feedback on the LCAP. The LCAP Advisory Committee reviewed progress on all LCAP goals/actions and accompanying district metrics, reviewed responses to the online LCAP survey, and provided feedback on current LCAP goals, actions, and metrics. LCAP Advisory meeting dates and materials are posted on the District's LCAP webpage.
District Leadership Team	The district presented the LCAP and the LCAP online survey to all administrators on January 21, 2026. Administrators were asked to provide input on LCAP goals and feedback on actions.
Certificated and Classified Staff (Including Local Bargaining Units)	All certificated and classified staff were invited to provide feedback on the LCAP via the online survey. Information about the LCAP online survey was shared with all certificated and classified staff through various channels, including the Educational Services Division's twice-a-month newsletter, Parent Square, school bulletins, and staff meetings. On March 19, 2026, the Educational Services Team attended the Morgan Hill Federation of Teachers (MHFT) Executive Council to review the LCAP goals and actions and solicit member feedback. In early May, district administration proactively engaged with the Morgan Hill Classified Employees Association (MHCEA) to present the Local Control and Accountability Plan (LCAP) and solicit vital feedback. To ensure a productive collaborative process, a comprehensive presentation was shared with MHCEA leadership in

Educational Partner(s)	Process for Engagement
	advance of the scheduled meeting, allowing them to distribute the materials and a dedicated feedback survey directly to their general membership.
Administrators	Administrators participated in the LCAP Advisory Committee. Administrators provided input and feedback during these meetings. The feedback from these meetings was compiled and reviewed. Administrators were also invited to participate in the online LCAP survey.
Students	Students in grades 5-12 were invited to complete the 2026 LCAP online survey. 3,078 students completed the survey (Elementary: 368, TK-8: 131; Secondary: 2382).
District Roundtable	The District Roundtable is a quarterly meeting held at the district office; it is a collaborative meeting that includes Educational Services personnel, the Superintendent, members of the Board, administrators from each school site, and site-elected parents such as school site council members, booster club members, and home and school club members. These meetings aim to update attendees on district developments and gather feedback on challenges and initiatives. During the December 2025 meeting, Roundtable members were invited to complete the LCAP online survey.
SELPA Director	SELPA Director met with District staff on April 23, 2026 to review LCAP goals/actions and provide input and feedback related to students with Disabilities.
Navigating Educational Supports Together- NEST (formerly Special Education Advisory Council; SEAC)	On April 16, 2026, District staff provided an overview of LCAP goals and actions with a specific focus on the actions to support students with disabilities. Members of the committee provided feedback on LCAP goals and actions.
Community-Based Organizations	LCAP feedback was solicited via the LCAP online survey from our community-based partners, including the Boys and Girls Club, YMCA, Youth Alliance, Discovery Counseling, and Rebekah Children’s Services
Public Comment on the Draft LCAP	The district posted the draft LCAP on its website beginning on June 5, 2026, and continuing through June 25, 2026. This included the public hearing on the LCAP on June 11, 2026. The public had the option of completing a survey form to provide feedback. The survey information

Educational Partner(s)	Process for Engagement
	was downloaded and entered into a spreadsheet, which the Educational Services Team reviewed.

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

To gather comprehensive feedback for the Local Control and Accountability Plan (LCAP), the district significantly expanded its educational partner outreach for the 2026 LCAP online survey. This effort yielded a robust response from 3,349 participants, comprising 3,078 students, 278 staff members, 86 parents, and 7 community members. Beyond the quantitative data collected through this digital platform, the district actively engaged with a wide range of educational partners to solicit qualitative feedback and ensure diverse perspectives were represented. These collaborative efforts included targeted discussions and consultation sessions with the District English Learner Advisory Committee (DELAC), labor unions, the District LCAP Advisory Committee, district leadership, administrators, and various community-based organizations, all focused on refining and strengthening the LCAP goals. These community inputs were carefully reviewed and taken into consideration.

Some of the key themes that emerged from the survey responses, as well as in the meetings with educational partners, influenced the creation of new, improved, or increased actions, including the following:

Academics

Overall, perceptions of the district's ability to prepare students for success remain highly positive, with 71% of total respondents agreeing that schools provide adequate preparation. Educational partners highly value our robust support for early literacy and intervention systems, credit recovery structures, and our highly regarded Career and Technical Education (CTE) pathways and dual enrollment options. Across specific groups, 72% of students, 54% of parents, and 82% of staff agree that their schools prepare students for success in high school and beyond. Furthermore, awareness of educational resources remains excellent, with 73% of students, 65% of parents, and 92% of staff understanding what resources are available to help students learn.

However, clear areas for growth emerged regarding advanced coursework and transitional years. The perception that schools offer advanced classes to all students dropped significantly to 62% district-wide (down from 70% last year), and only 34% of parents share this positive perception. This varies dramatically by school level, with advanced class availability recognized at high schools (81%) but lagging at elementary (45%), middle (39%), and K-8 schools (30%). Additionally, fewer respondents agree that schools teach the importance of good grades in middle school, dropping from 68% in 2025 to 59% in 2026. Notable perception gaps also exist regarding special student populations: while 86% of staff hold a positive outlook on English learner support, only 50% of parent respondents believe English learners get the encouragement they need, and only 33% feel they receive enough family-facing resources. Similarly, parent satisfaction with learning resources (33%) and individual attention (33%) for students with disabilities is far below staff perceptions of 75% and 72%, respectively.

MHUSD is strategically enhancing staffing at the middle school level. This investment will provide additional support within math classes, enabling more individualized attention, targeted interventions, and a stronger foundation in key mathematical concepts essential for success in subsequent high school coursework. This year, our district launched a targeted partnership with Equal Opportunity Schools (EOS)

specifically within our middle schools, aiming to gather critical baseline data on student access, mindsets, and academic readiness to ensure equitable pathways into advanced coursework. Additionally, this academic year, MHUSD launched a comprehensive college and career exploration survey across all middle schools. By capturing our students' evolving interests and long-term goals, this data will directly inform the district's long-range planning for future elective courses and specialized programs.

MHUSD is also placing a targeted emphasis on mathematics instruction in transitional kindergarten through third grade to strengthen students' foundational math skills and set them up for success with more complex concepts in later grades. To further enhance students' college, career, and civic readiness, MHUSD will continue to strengthen communication with families and students about the benefits and opportunities of taking advanced classes and implement differentiated strategies and interventions tailored to each school level and student group, including multilingual learners.

This year saw the development and approval of LTEL high school courses specifically designed to meet the needs of Long-Term English Learners. In alignment with the Plan for English Learner Success, the district will continue its efforts to support both Integrated and Designated ELD instruction through professional development and instructional coaching. To enhance support for students with disabilities, the LCAP outlines actions to strengthen communication and partnership with their parents regarding available resources and supports, specifically increasing efforts to inform them about the Inclusive Model and its benefits for all children. MHUSD will continue to develop its Inclusion Roadmap and significantly enhance professional development in Universal Design for Learning (UDL). UDL helps create flexible and accessible learning environments that reduce barriers to learning and learning opportunities.

By maintaining a strong focus on foundational literacy in transitional kindergarten through third grade, providing a wide range of professional development opportunities and supports in areas such as mathematics, English Language Development, Spanish Language Arts, early literacy, Universal Design for Learning, and Inclusive Practices, among others, MHUSD is supporting the growth of its instructional staff in order to impact learning and increase outcomes for all learners.
MHUSD will continue to provide resources and programs to support college and career readiness at the middle and high school levels. Professional development and resources for Career and Technical Education (CTE), career exploration, AP programs, and dual enrollment will continue to ensure equitable access to advanced academic and career opportunities for all students.

Family and Community Engagement:

Communication channels within the district are highly effective, and we deeply value the strong relationships we have built with our community. A striking 90% of parent respondents report being able to talk with teachers and staff when needed, and 80% report feeling well-informed about school events and activities. ParentSquare remains a highly valued medium for updates at 90%, followed by direct communications from schools (44%) and teachers (44%). Parents favor emails (65%), text messages (44%), and newsletters (28%) for ongoing contact. In looking at community integration, parents and staff largely agree that schools regularly engage families: 90% indicate that schools invite families to join the school community, 89% say schools share student progress, and 83% believe schools connect with, respect, and value parent feedback. Attendance at in-person activities is strong, with 89% of parents participating in a back-to-school night or open house, 70% attending a school or class event, 65% participating in parent-teacher conferences, and 58% volunteering on a school campus. Over four-fifths of parents who participate in these events report feeling that their input is genuinely valued. Qualitatively, our Family and Community Engagement (FACE) Center and dedicated Community Liaisons are highly appreciated for their impactful personal outreach.

Despite these solid communication metrics, families have highlighted meaningful areas for growth to create deeper, more systemic partnerships. Currently, only 59% of respondents indicate that schools show families practical ways to teach their children at home. Perception gaps exist regarding shared decision-making: while 78% of staff believe schools partner with families to improve the school, 73% of parents agree. Larger gaps appear regarding whether schools invite families to help make big decisions (79% staff vs. 63% parents), and the largest gap relates to whether schools invite families to share how their child learns (80% staff vs. 61% parents). Consequently, only 58% of parents agree that schools use the information families share to differentiate instruction. To enhance overall participation, parents identified three primary barriers: the need for more convenient or flexible times (47%), clearer information on involvement opportunities (35%), and actionable guidance on how to support student learning at home (30%).

LCAP actions continue to build on these strengths by highlighting successful engagement initiatives and ensuring these positive practices are consistently implemented across all school sites. This includes continued implementation of Bilingual Community Liaisons at each school to support English Learner (EL) students and their families with outreach, interpretation, and translation services. The Family and Community Engagement Center will continue to organize activities, provide resources, and foster an inclusive environment to improve communication and offer educational programs for families. With the implementation of the district Family and Community Engagement Plan, MHUSD is actively developing district-wide Communications Best Practices Guidelines in order to address feedback consistently across the district and improve two-way communication with families and the community. Additionally, the Family and Community Engagement Center staff is working diligently to create a district Home Visits Guide, an instructional manual for educators and staff on conducting off-campus meetings with students' families. Its primary purpose is to establish trust, build positive family-educator relationships, and bridge cultural gaps to support a student's academic and emotional success. Both the Home School Visit Guide and the Communication Guidelines reflect family and community feedback and will help address the areas for growth identified by our educational partners during the LCAP development process.

Climate and Culture:

Perceptions of the academic environment across MHUSD remain exceptionally strong, and we celebrate the shared value our community places on educational excellence. Most respondents report that our schools want students to succeed (82%), teach a variety of subjects (80%), care about how students act (77%), and offer challenging coursework (73%). The instructional climate is also viewed favorably: a majority note that teachers encourage student collaboration (73%), help students think in different ways (69%), and build trust with their students (68%). Across all surveyed groups, an inspiring 93% agree that students want to do well in school, and 82% feel students come to class prepared. When evaluating student-to-teacher instructional relationships, clear alignments emerge: 71% of students, 81% of parents, and 92% of staff agree that teachers encourage student collaboration, while 66% of students, 82% of parents, and 90% of staff feel that teachers build genuine trust. Furthermore, 68% of students, 74% of parents, and 87% of staff agree that teachers give students many ways to show what they have learned, and 63% of students, 78% of parents, and 88% of staff agree that teachers actively listen to student voices.

While the instructional environment is solid, our data clearly highlight critical areas for growth in student engagement, emotional connection to learning, and peer-to-peer social climate. Only 41% of student respondents report liking school, and an identical 41% state that their daily lessons connect to their lives outside the classroom. Additionally, only 36% of students feel lessons are fun or attention-grabbing, and a mere 34% report that their school lessons make them eager to learn. Social-emotional and soft skill development also reveal substantial room for

growth as students age: while 88% of elementary respondents state that their school teaches students how to communicate with others, that metric drops to 53% in middle schools, 59% in high schools, and 58% in K-8 schools. Peer-to-peer interactions present further growth opportunities, as only 57% of students believe their peers respect differences among one another, and fewer than half (47%) believe students are kind to one another. Most notably, only 41% of all combined respondent groups believe that bullying is not a problem at their school. Educational partner feedback echoes this data, noting that transitional years—specifically grades 6, 7, and 9—serve as critical risk points where students experience heightened anxiety over bullying, safety, and consistent fairness.

MHUSD is committed to cultivating a deeply supportive and inclusive learning environment through comprehensive strategies that focus on student well-being and a positive school climate. To achieve this, LCAP actions will prioritize safety initiatives, robust mental health and wellness supports, and a Multi-Tiered System of Supports (MTSS) framework that includes Positive Behavioral Interventions and Supports (PBIS), as well as programs intentionally designed to promote respect for differences, kindness, trust, and accessibility for all. This year, the district conducted multilingual and culturally responsive workshops at selected elementary schools and at both comprehensive high schools. The data from these student, staff, and parent workshop surveys will be used to refine the workshop offerings during the next school year and proactively address issues identified by students and staff.

Specifically, MHUSD will enhance its anti-bullying programs by providing updated resources and training for students, staff, and families, thereby ensuring a proactive and responsive approach to maintaining safe school environments. Staff will also continue the systemic implementation of social-emotional learning (SEL) curricula, with an emphasis on developing empathy, respect, and positive interpersonal skills across all grade levels. Furthermore, to deepen its capacity to foster positive school climates, MHUSD will provide expanded PBIS professional development for all staff. This training will focus on the consistent and equitable application of PBIS strategies to proactively shape positive behavior, reduce exclusionary discipline practices, and cultivate a more supportive and predictable school culture.

By intentionally addressing these critical areas, MHUSD aims to create a more positive, welcoming, and equitable school climate where every student feels safe, respected, valued, and fully supported, thereby enhancing their overall well-being, engagement, and ultimately, their academic success.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0.a	Basic Services: Teachers appropriately assigned & fully credentialed	2023-24 Fully Credentialed: 88%	2024-25 Fully Credentialed: 91.7%	2025-26 Fully Credentialed: 93.7%	2026-27 Full Credential: 100%	Fully Credentialed: +5.7%
1.0.b	Basic Services: William's Act Access to Instructional Materials	2023-24 100%	2024-25 100%	2025-26 100%	2026-27 100%	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0.c	Basic Services: Williams Report - No complaints regarding facilities	2023-24 No complaints	2024-25 No complaints	2025-26 No complaints	2026-27 No complaints	Maintained with no complaints
1.0.d	Course Access: Student Access to a Broad Course of Study	2023-24 Elementary students with access to VAPA and PE Specials Rotations: 100% Secondary students with access to elective options, including VAPA: 100%	2024-25 Elementary students with access to VAPA and PE Specials Rotations: 100% Secondary students with access to elective options, including VAPA: 100%	2025-26 Elementary students with access to VAPA and PE Specials Rotations: 100% Secondary students with access to elective options, including VAPA: 100%	2026-27 100% for both elementary and secondary students	Maintained at 100%
1.0.e	Pupil Achievement: iReady Reading Assessment Grades K to 8 Overall (iReady Assessment)	2023-24 Diagnostic #3 Mid or Above Grade Level: 33% / 1437 EL: 9% / 81 SWD: 11% / 87 SED: 17% / 306 Latino/Hispanic: 19% White: 35% Two or more: 44% Early On Grade Level: 17% / 771 EL: 9% / 88 SWD: 10% / 82 SED: 15% / 262 Latino/Hispanic: 16% White: 19% Two or more: 22% One Grade Level Below: 26% / 1150	2024-25 Diagnostic #3 Mid or Above Grade Level: 33% / 1519 EL: 10% / 88 SWD: 10% / 56 SED: 19% / 282 Latino/Hispanic: 21% White: 35% Two or more: 44% Early On Grade Level: 19% / 871 EL: 12% / 105 SWD: 10% / 56 SED: 15% / 223 Latino/Hispanic: 17% White: 21%	2025-26 Diagnostic #3 Mid or Above Grade Level: 37% / 924 EL: 12% / 50 SWD: 13% / 36 SED: 23% / 183 Latino/Hispanic: 25% White: 36% Two or more: 48% Early On Grade Level: 22% / 533 EL: 15% / 62 SWD: 9% / 25 SED: 22% / 175 Latino/Hispanic: 22% White: 22%	2026-27 Diagnostic #3 Mid or Above Grade Level: 76% Early On Grade Level: 24% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	Mid or Above Grade Level: +4% EL: +3% SWD: +2% SED: +6% Latino/Hispanic: +6% White: +1% Two or more: +4% Early On Grade Level: +5% EL: +6% SWD: -1% SED: +7% Latino/Hispanic: +6% White: +3% Two or more: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 32% / 305 SWD: 20% / 159 SED: 30% / 536 Latino/Hispanic: 30% White: 26% Two or more: 20% Two Grade Levels Below: 10% / 424 EL: 16% / 155 SWD: 15% / 120 SED: 13% / 239 Latino/Hispanic: 12% White: 9% Two or more: 5% Three or More Grade Levels Below: 14% / 626 EL: 34% / 320 SWD: 38% / 301 SED: 25% / 438 Latino/Hispanic: 22% White: 11% Two or more: 9%	Two or more: 23% One Grade Level Below: 25% / 1148 EL: 33% / 289 SWD: 22% / 122 SED: 31% / 460 Latino/Hispanic: 29% White: 25% Two or more: 19% Two Grade Levels Below: 9% / 432 EL: 15% / 132 SWD: 18% / 83 SED: 13% / 193 Latino/Hispanic: 12% White: 9% Two or more: 6% Three or More Grade Levels Below: 14% / 642 EL: 30% / 263 SWD: 41% / 228 SED: 21% / 312 Latino/Hispanic: 20% White: 10% Two or more: 7%	Two or more: 22% One Grade Level Below: 28% / 688 EL: 43% / 178 SWD: 37% / 104 SED: 22% / 286 Latino/Hispanic: 33% White: 30% Two or more: 21% Two Grade Levels Below: 8% / 208 EL: 19% / 78 SWD: 19% / 53 SED: 12% / 95 Latino/Hispanic: 12% White: 8% Two or more: 5% Three or More Grade Levels Below: 5% / 126 EL: 11% / 45 SWD: 23% / 64 SED: 7% / 55 Latino/Hispanic: 7% White: 4% Two or more: 4%		One Grade Level Below: +2% EL: +11% SWD: +17% SED: -8% Latino/Hispanic: +3% White: +4% Two or more: +1% Two Grade Levels Below: -2% EL: +3% SWD: +4% SED: -1% Latino/Hispanic: +0% White: -1% Two or more: +0% Three or More Grade Levels Below: -9% EL: -23% SWD: -15% SED: -18% Latino/Hispanic: -15% White: -7% Two or more: -5%
1.0.f	Pupil Achievement: iReady Math Assessment Grades K to 8 Overall (iReady Assessment)	2023-24 Diagnostic #3 Mid or Above Grade Level: 22% / 894 EL: 6% / 61 SWD: 10% / 80	2024-25 Diagnostic #3 Mid or Above Grade Level: 26% / 1217	2025-26 Diagnostic #3 Mid or Above Grade Level: 27% / 758	2026-27 Diagnostic #3 Mid or Above Grade Level: 74%	Mid or Above Grade Level: +5% EL: +4% SWD: +1% SED: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 10% / 187 Latino/Hispanic: 12% White: 27% Two or more: 35% Early On Grade Level: 19% / 770 EL: 8% / 76 SWD: 10% / 79 SED: 14% / 251 Latino/Hispanic: 17% White: 20% Two or more: 22% One Grade Level Below: 33% / 1315 students) EL: 28% / 267 SWD: 23% / 186 SED: 31% / 556 Latino/Hispanic: 38% White: 33% Two or more: 29% Two Grade Levels Below: 11% / 454 EL: 14% / 136 SWD: 17% / 134 SED: 12% / 221 Latino/Hispanic: 14% White: 9% Two or more: 7% Three or More Grade Levels Below: 14% / 536 EL: 26% / 244	EL: 10% / 87 SWD: 8% / 44 SED: 14% / 207 Latino/Hispanic: 16% White: 29% Two or more: 37% Early On Grade Level: 19% / 876 EL: 10% / 87 SWD: 6% / 33 SED: 16% / 236 Latino/Hispanic: 17% White: 20% Two or more: 21% One Grade Level Below: 33% / 1528 EL: 40% / 349 SWD: 31% / 170 SED: 38% / 562 Latino/Hispanic: 38% White: 34% Two or more: 31% Two Grade Levels Below: 9% / 423 EL: 16% / 131 SWD: 17% / 93 SED: 14% / 207 Latino/Hispanic: 12% White: 8% Two or more: 6%	EL: 10% / 37 SWD: 11% / 28 SED: 16% / 110 Latino/Hispanic: 19% White: 30% Two or more: 39% Early On Grade Level: 19% / 531 EL: 10% / 37 SWD: 8% / 20 SED: 16% / 110 Latino/Hispanic: 15% White: 20% Two or more: 19% One Grade Level Below: 34% / 964 EL: 53% / 197 SWD: 36% / 92 SED: 48% / 329 Latino/Hispanic: 46% White: 37% Two or more: 34% Two Grade Levels Below:9% / 243 EL: 16% / 59 SWD: 23% / 59 SED: 13% / 89 Latino/Hispanic: 12% White: 8% Two or more: 3%	Early On Grade Level: 25% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	Latino/Hispanic: +7% White: +3% Two or more: +4% Early On Grade Level: +0% EL: +2% SWD: -2% SED: +2% Latino/Hispanic: -2% White: +0% Two or more: -3% One Grade Level Below: +1% EL: +25% SWD: +13% SED: +17% Latino/Hispanic: +8% White: +4% Two or more: +5% Two Grade Levels Below: -2% EL: +2% SWD: +6% SED: +1% Latino/Hispanic: -2% White: -1% Two or more: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 34% / 270 SED: 21% / 378 Latino/Hispanic: 19% White: 10% Two or more: 7%	Three or More Grade Levels Below: 12% / 554 EL: 24% / 209 SWD: 38% / 208 SED: 18% / 266 Latino/Hispanic: 17% White: 9% Two or more: 6%	Three or More Grade Levels Below: 13% / 361 EL: 11% / 41 SWD: 23% / 59 SED: 7% / 48 Latino/Hispanic: 7% White: 4% Two or more: 5%		Three or More Grade Levels Below: -1% EL: -15% SWD: -11% SED: -14% Latino/Hispanic: -12% White: -6% Two or more: -2%
1.0.g	Pupil Achievement: NWEA MAP 9-11 Reading and Math Avg RIT Scores by Grade Level (Metric retired during Year 1 due to programmatic changes)	2023-24 Reading Winter Avg RIT Scores 9: 217 10: 220 11: 221 Math Winter Avg RIT Scores 9: 230 10: 234 11: 231 *This data cannot be further disaggregated by student group	2024-25 NA	2025-26 NA	Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math - maintain and grow RIT scores to grade level plus 5 9: 233.6 10: 236.21 11: 238.49	NA
1.0.h	Pupil Achievement: High School High School Graduation Rates (Cohort) Seal of Biliteracy Golden State Seal	Class of 2023: High School Graduation Rate: 92.8% Seal of Biliteracy: 12.5%* Golden State Seal: 35.5%*	Class of 2024: High School Graduation Rate: 91.8% Seal of Biliteracy: 9.8%	Class of 2025: High School Graduation Rate: 95.5% Seal of Biliteracy: 11.9%	2026-27 High School Graduation Rate: 95% Seal of Biliteracy: 25%	Class of 2025: High School Graduation Rate: +2.7 Seal of Biliteracy - 0.6%*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	UC/CSU a-g College Entrance Requirements CTE Pathway Completers (Seniors) UC/CSU a-g Requirements and CTE Pathway Completion (Seniors) College & Career Readiness Indicator College preparedness pursuant to the Early Assessment Program (EAP) (DataQuest; internal data monitoring)	UC/CSU a-g College Entrance Requirements: 55.1% CTE Pathway Completers: 42% / 281 UC/CSU a-g Requirements & CTE Completers: 18.8% College & Career Readiness Indicator: 51.7% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 58.2% / Math - 30.3% *Internal calculation due to discrepancies in DataQuest	Golden State Seal: 37.3% UC/CSU a-g College Entrance Requirements: 50% CTE Pathway Completers: 44% / 283 UC/CSU a-g Requirements & CTE Completers: 19.2% College & Career Readiness Indicator: 51.7% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 52% Math - 30.3%	Golden State Seal: 35.5% UC/CSU a-g College Entrance Requirements: 55.6% CTE Pathway Completers: 41.4% / 294 UC/CSU a-g Requirements & CTE Completers: 23.2% College & Career Readiness Indicator: 64.6% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 60.5% Math - 32.4%	Golden State Seal: 50% UC/CSU a-g College Entrance Requirements: 65% CTE Pathway Completers: 55%/ 350 UC/CSU a-g Requirements & CTE Completers: 25% College & Career Readiness Indicator: 70% prepared Early Assessment Program: ELA: 65% and Math: 50%	Golden State Seal: 0% UC/CSU a-g College Entrance Requirements: +0.5% CTE Pathway Completers: -0.6% UC/CSU a-g Requirements & CTE Completers: +4.4% College & Career Readiness Indicator: +12.9% Early Assessment Program (EAP) College Preparedness: ELA +2.3% / Math +2.1% *Includes internal calculation
1.0.i	Implementation of State Standards Curriculum: Adopted Curriculum Aligns with State Standards	2023-24 Curriculum: Adopted Curriculum Aligns with State Standards: 100% Instruction &	2024-25 Curriculum: Adopted Curriculum Aligns with State Standards: 100%	2025-26 Curriculum: Adopted Curriculum Aligns with State Standards: 100%	2026-27 Curriculum: Adopted Curriculum Aligns with State Standards: 100%	Maintained at 100% and 2 days respectively

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Instruction & Professional Learning: District-wide professional development days	Professional Learning: District-wide professional development days: 2 days	Instruction & Professional Learning: District-wide professional development days: 2 days	Instruction & Professional Learning: District-wide professional development days: 2 days	Instruction & Professional Learning: District-wide professional development days: 2 days	
1.0.j	Pupil Achievement: iReady Reading Assessment Grades 9-12 Overall (iReady Assessment)	2024-25 Diagnostic #2 Mid or Above Grade Level: 10% / 222 EL: 1% / 2 SWD: 8% / 24 SED: 4% / 23 Latino/Hispanic: 4% / 47 White: 11% / 104 Two or more: 15% / 27 Early On Grade Level: 19% / 421 EL: 6% / 12 SWD: 11% / 33 SED: 13% / 78 Latino/Hispanic: 13% / 154 White: 21% / 198 Two or more: 22% / 40 One Grade Level Below: 23% / 510 EL: 8% / 16 SWD: 9% / 207 SED: 22% / 131 Latino/Hispanic: 20% / 236 White: 23% / 217 Two or more: 25% / 45	Baseline data collected during Year 1.	2025-26 Diagnostic #2 Mid or Above Grade Level: 15% / 323 EL: 2% / 4 SWD: 2% / 5 SED: 8% / 56 Latino/Hispanic: 8% / 97 White: 17% / 159 Two or more: 20% / 34 Early On Grade Level: 18% / 400 EL: 3% / 6 SWD: 6% / 16 SED: 13% / 38 Latino/Hispanic: 13% / 158 White: 21% / 196 Two or more: 26% / 44 One Grade Level Below: 21% / 459 EL: 3% / 6 SWD: 7% / 19 SED: 19% / 91	2026-27 Diagnostic #2 Mid or Above Grade Level: 70% Early On Grade Level: 30% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	Mid or Above Grade Level: +5% EL: +1% SWD: -6% SED:-4% Latino/Hispanic: +4% White: +6% Two or more: +5% Early On Grade Level: -1% EL: -3% SWD: -5% SED: +0% Latino/Hispanic: +0% White: +0% Two or more: +4% One Grade Level Below: -2% EL: -5% SWD: -2% SED: -3% Latino/Hispanic: -1% White: -3% Two or more: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two Grade Levels Below: 8% / 177 EL: 5% / 10 SWD: 5% / 15 SED: 9% / 53 Latino/Hispanic: 9% / 106 White: 8% / 75 Two or more: 10% / 18 Three or More Grade Levels Below: 40% / 886 EL: 80% / 165 SWD: 66% / 198 SED: 51% / 305 Latino/Hispanic: 54% / 638 White: 37% / 349 Two or more: 28% / 50		Latino/Hispanic: 19% / 230 White: 20% / 187 Two or more: 18% / 30 Two Grade Levels Below: 7% / 164 EL: 4% / 8 SWD: 6% / 16 SED: 9% / 63 Latino/Hispanic: 7% / 85 White: 8% / 75 Two or more: 8% / 13 Three or More Grade Levels Below: 39% / 876 EL: 88% / 165 SWD: 78% / 208 SED: 51% / 358 Latino/Hispanic: 53% / 643 White: 35% / 327 Two or more: 28% / 47		Two Grade Levels Below: -1% EL: -1% SWD: +1% SED: +0% Latino/Hispanic: -2% White: +0% Two or more: -2% Three or More Grade Levels Below: -1% EL: +8% SWD: +12% SED: +0% Latino/Hispanic: -1% White: -2% Two or more: +0%
1.0.k	Pupil Achievement: iReady Math Assessment Grades 9-12 Overall (iReady Assessment)	2024-25 Diagnostic #2 Mid or Above Grade Level: 7% / 100 EL: 2% / 3 SWD: 4% / 10 SED: 4% / 19 Latino/Hispanic: 3% / 28 White: 7% / 47	Baseline data collected during Year 1.	2025-26 Diagnostic #2 Mid or Above Grade Level: 6% / 118 EL: 0% / 0 SWD: 1% / 3 SED: 3% / 20	2026-27 Diagnostic #2 Mid or Above Grade Level: 70% Early On Grade Level: 30% One Grade Level Below: 0%	Mid or Above Grade Level: -1% EL: -2% SWD: -3% SED: -1% Latino/Hispanic: +0% White: -1% Two or more: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or more: 8% / 9 Early On Grade Level: 17% / 267 EL: 7% / 12 SWD: 6% / 14 SED: 10% / 48 Latino/Hispanic: 11% / 102 White: 19% / 127 Two or more: 21% / 25 One Grade Level Below: 16% / 251 EL: 4% / 7 SWD: 8% / 19 SED: 12% / 58 Latino/Hispanic: 13% / 120 White: 17% / 113 Two or more: 14% / 17 Two Grade Levels Below: 12% / 188 EL: 5% / 9 SWD: 5% / 12 SED: 10% / 48 Latino/Hispanic: 11% / 102 White: 11% / 73 Two or more: 21% / 25 Three or More Grade Levels Below: 49% / 770 EL: 82% / 141 SWD: 78% / 186		Latino/Hispanic: 3% / 34 White: 6% / 48 Two or more: 12% / 17 Early On Grade Level: 15% / 293 EL: 4% / 8 SWD: 2% / 5 SED: 10% Latino/Hispanic: 11% / 126 White: 17% / 136 Two or more: 20% / 28 One Grade Level Below: 17% / 318 EL: 3% / 7 SWD: 3% / 8 SED: 12% / 80 Latino/Hispanic: 13% / 148 White: 20% / 161 Two or more: 19% / 26 Two Grade Levels Below: 12% / 224 EL: 3% / 6 SWD: 5% / 13 SED: 11% / 73 Latino/Hispanic: 11% / 126 White: 13% / 104	Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	Early On Grade Level: -2% EL: -3% SWD: -4% SED: +0% Latino/Hispanic: +0% White: -2% Two or more: -1% One Grade Level Below: +1% EL: -1% SWD: -5% SED: +0% Latino/Hispanic: +0% White: +3% Two or more: +5% Two Grade Levels Below: +0% EL: -2% SWD: +0% SED: +1% Latino/Hispanic: +0% White: +2% Two or more: -12% Three or More Grade Levels Below: +1% EL: +8% SWD: +11% SED: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 63% / 303 Latino/Hispanic: 62% / 387 White: 46% / 306 Two or more: 36% / 42		Two or more: 9% / 12 Three or More Grade Levels Below: 50% / 962 EL: 90% / 169 SWD: 89% / 223 SED: 64% / 425 Latino/Hispanic: 63% / 719 White: 43% / 345 Two or more: 40% / 55		Latino/Hispanic: +1% White: -3% Two or more: +4%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 1 to support student readiness for postsecondary success through high-quality, inclusive instruction and coherent academic systems. The district prioritized efforts intended to strengthen core instruction, improve access to rigorous learning experiences, and provide targeted support for student groups identified in the LCAP, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Throughout the year, MHUSD focused on strengthening alignment among curriculum, instruction, assessment, and intervention systems while continuing to expand staff capacity through professional learning and cross-department collaboration.

While the district implemented most Goal 1 actions, some adjustments were made during the year in response to staffing capacity, evolving program needs, and opportunities to better align work across grade spans and departments. These adjustments strengthened the connection between planned actions and site-level implementation.

Successes
MHUSD made meaningful progress under Goal 1 during the 2025–26 school year:

- The district continued to strengthen instructional coherence through work connected to foundational literacy, early learning, mathematics, and inclusive practices across grade spans. This included continued development and refinement of systems to support high-quality Universal/Tier I instruction and clearer connections to targeted intervention.

- MHUSD advanced its mathematics work by beginning a districtwide curriculum adoption process spanning elementary, middle, and high school levels. Teachers, administrators, and content representatives engaged in a structured review of instructional materials using criteria aligned to the California Mathematics Framework, district priorities, and the needs of diverse learners.
- Professional learning supported staff implementation in key priority areas, including early literacy, mathematics, Universal Design for Learning, inclusive practices, English Learner access, and data-informed instructional planning. Cross-functional collaboration among Educational Services, Special Education, Student Services, and site leaders strengthened consistency in student support across settings.
- MHUSD continued to support multilingualism and access through ongoing implementation of Dual Language Immersion programming and continued attention to biliteracy pathways and instructional alignment at participating sites.
- Site and district teams engaged in stronger cycles of data review and instructional planning, helping connect assessment results to action through grade-level collaboration, principal leadership, and coaching support.
- The comprehensive evaluation of progress toward this goal reveals a strong, consistent upward trajectory in student success, primarily driven by the systemic implementation of targeted academic interventions and robust, data-informed instructional practices. A closer analysis of the California Assessment of Student Performance and Progress (CAASPP) English Language Arts and Mathematics Performance Indicators highlights MHUSD successfully moved from the "Orange" performance tier on the 2024 California School Dashboard to the "Yellow" performance tier in 2025 for both indicators.

These efforts reflect MHUSD’s continued commitment to improving instructional coherence, strengthening inclusive practices, and ensuring that all students have access to meaningful and appropriately supported learning experiences.

Implementation Challenges and Adjustments
Although substantial progress was made, several actions required refinement during implementation:

- Staffing and capacity: As in prior years, staffing patterns affected the pace and scope of some work. In some cases, district capacity required adjusting timelines or redistributing facilitation responsibilities across existing staff and departments.
- Scheduling and participation: Competing demands on teacher and administrator time influenced participation in some collaborative planning and professional learning opportunities. The district continued to balance the need for staff input and learning with the importance of minimizing disruption to classroom instruction and site operations.
- Alignment across initiatives: As the district advanced multiple major efforts simultaneously, including curriculum review, inclusive practices, assessment use, and early learning expansion, some actions were adjusted to ensure stronger coherence across initiatives rather than implementing them as separate efforts.

Despite these implementation adjustments, MHUSD sustained the core intent of Goal 1 throughout the 2025–26 school year. The district maintained focus on equitable access to high-quality instruction, stronger alignment across systems, and responsive support for student groups with the greatest needs. Lessons learned this year will continue to inform refinement of actions, resource allocation, and implementation planning moving forward.

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

1.0.a Lower than planned due to lower teacher participation and fewer additional hours required for essential standards revision.
1.0.b Lower than planned due to lower teacher participation and fewer additional hours required for essential standards revision; expenditures primarily reflected substitute coverage for professional development.
1.0.d Lower than planned due to partial utilization of allocated funds.
1.0.g Lower than planned as expenditures were funded through the Migrant Education grant instead of Title I.
1.0.h Lower than planned as multiple sites have not yet fully expended their allocated budgets for Goal 1.0 implementation.
1.0.i Higher than planned due to increased funding from a fourth-quarter ELOP apportionment.
1.0.p Lower than planned because fewer teachers attended New Teacher Orientation than anticipated.
1.0.q Lower than planned due to the position remaining vacant for part of the year.
1.0.s No expenditures within LCFF due to expenditures being supported with Proposition 28 funds.
1.0.t Lower than planned due to budgeting for six additional stipends that were not utilized.
1.0.v Higher than planned due to the use of prior-year carryover and additional LREBG funds to support expanded staffing.

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

1.0.a The district continued foundational work to strengthen literacy systems across grade spans through planning, refinement of literacy priorities, and alignment of instructional supports. This action was partially effective because it supported greater coherence in literacy efforts, but the work remained in development and did not result in a fully completed TK–12 literacy plan during the 2025–26 school year.
1.0.b The district supported mathematics implementation and improvement through professional learning, collaboration, and the curriculum review and adoption process aligned to the California Mathematics Framework across grades TK–12. This action was largely effective because it increased educator familiarity with the framework and supported instructional materials review and implementation planning.
1.0.c The district continued to strengthen the Dual Language Immersion program through ongoing alignment of instructional practices, attention to biliteracy pathways, and language-appropriate professional learning and support for staff at Dual Language Immersion sites. This action was largely effective because it supported more consistent implementation at participating sites, although the broader TK–12 framework work remains in progress.
1.0.d The district provided instructional materials to students across grade spans to support access to standards-aligned learning. This action was effective because students had access to core instructional materials and teachers were able to implement district-supported curricula across schools.
1.0.e The district provided assessments across TK–12 to support the collection and use of student data for differentiated instruction, progress monitoring, and response to student needs. This action was effective because assessment tools were available and used to inform instructional planning and student support.
1.0.f This action has been discontinued.
1.0.g The district implemented staffing and support for Migrant Education services. This action was largely effective because it helped ensure eligible students and families continued to receive access to targeted services and program supports.
1.0.h The district collaborated with school sites to implement districtwide academic initiatives and used student outcome data, including local assessment measures, to monitor progress and inform instructional support. This action was largely effective because school and district teams used shared data and planning structures to support instructional improvement and response to student needs.

1.0.i The district implemented Expanded Learning Opportunities programming, including before- and after-school, intersession, and summer learning. This action was largely effective because it expanded access to academic support and enrichment beyond the regular instructional day.
1.0.j The district provided technology support for schools and staff to support instructional technology use, systems access, and ongoing technical assistance. This action was effective because technology support continued throughout the year.
1.0.k The district continued implementation of systems and processes to support inventory control for textbooks and Chromebooks at school sites. This action was largely effective because it supported accountability for instructional materials and devices and improved site-level resource management.
1.0.l The district maintained digital safety and security systems for students and staff. This action was largely effective because it supported safe and secure use of digital tools and district technology systems.
1.0.m The district provided data monitoring tools for staff and for required coordination with the Santa Clara County Office of Education. This action was effective because staff had access to the tools needed to review performance data, monitor progress, and meet reporting requirements.
1.0.n The district provided professional learning related to curriculum, instruction, assessment, and implementation of district priorities. This action was largely effective because it supported staff capacity building and the more consistent implementation of district initiatives.
1.0.o The district provided induction support and mentoring for first and second-year teachers. This action was largely effective because it supported new teacher development, onboarding, and retention through structured guidance and mentorship.
1.0.p The district provided new teacher orientation and ongoing professional learning opportunities for teachers across the district. This action was largely effective because it supported entry into the district and ongoing growth in instructional practice.
1.0.q The district monitored implementation of district programs and initiatives, including professional learning and staffing supports intended to improve equitable access and student outcomes. This action was largely effective because it supported progress reviews, mid-course adjustments, and the alignment of supports to identified needs.
1.0.r The district implemented professional learning, release time, stipends, materials, program licensing, and extra hours associated with supplemental instructional programs and priority initiatives. This action was largely effective because these supports enabled implementation and increased staff access to training, planning time, and program resources.
1.0.s This action was not funded as originally planned because other available funding sources were used to address Visual and Performing Arts needs during the 2025–26 school year.
1.0.t The district provided a training series for SST coordinators focused on the SST process, which supported a more consistent understanding and implementation of student support practices across sites. Because the full action was not carried out as originally designed, but related work was completed through this training and other aligned efforts, the action was not as fully effective as originally written.
1.0. u The district used existing staff time and data systems to analyze student performance, support decision-making, identify students who need additional support, inform instructional planning, and guide continuous improvement efforts at both the district and site levels. This action was largely effective because it supported the use of data to inform planning, resource allocation, and instructional response across the system.

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.

Based on reflection on prior practice, analysis of student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, actions, or action language for Goal 1. The district will continue implementation of the existing actions and metrics as written.

Reflections on prior implementation informed refinements to how the existing actions will be implemented across sites to strengthen coherence, consistency, and effectiveness. Implementation refinements include a stronger focus on instructional engagement, equitable access to rigorous coursework, inclusive instructional practices, and alignment between curriculum, intervention, assessment, and MTSS systems. The district will also continue strengthening implementation, monitoring, and the use of student voice and qualitative feedback to support continuous improvement.

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
1.0.a	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of the TK-12 Comprehensive Literacy Plan to build capacity and improve student learning and achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$8,088.20	Yes
1.0.b	TK-12 Math Alignment- District-wide mathematics professional development and	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of TK-12 Math Alignment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$191,232.16	Yes

Action #	Title	Description	Total Funds	Contributing
	alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).			
1.0.c	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of the TK-12 DLI Program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g. CABE professional development, etc.). (LCFF Supplemental)	$210,454.67	Yes
1.0.d	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students with Disabilities (Differentiated Assistance - Academics).	Maintenance of instructional materials, supplies, and program licenses for the base instructional program (Restricted Lottery)	$662,625.00	No
1.0.e	District-wide Assessments - Provide assessment	Maintenance of materials, supplies, and program licenses for the districtwide assessment program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	$261,847.33	Yes

Action #	Title	Description	Total Funds	Contributing
	tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	(e.g., iReady, Literably, ESGI, DRDP, Pear Assessment, etc.). (Restricted Lottery and LCFF Supplemental)		
1.0.f	Action Discontinued 2025-26. Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	This action is discontinued for the 2025-26 school year. Contracts, programs, licensing, and extra hours related to implementing the Independent Study Program to support students who need an alternate instructional pathway to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Edmentum, Cyber High, etc.). (LCFF Supplemental). 310,715	$0.00	
1.0.g	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	Program supports, services, and staffing to meet the needs of students identified as migrant (2.0 FTE). (Migrant Funding)	$275,581.00	No
1.0.h	Academic Achievement - Collaborate with	Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups through teacher stipends, extra hours, and release time for collaboration; additional staffing	$1,137,384.51	Yes

Action #	Title	Description	Total Funds	Contributing
	school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	for small group instruction; providing additional resources and support to strengthen Universal/Tier I and Targeted/Tier II instruction; and supplemental instructional materials to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)		
1.0.i	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Expanded programming to meet the needs of unduplicated students, including, but not limited summer school programming and intersession programming, focusing on students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)	$2,676,622.00	No
1.0.j	Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Technology Teacher on Special Assignment to support district technology and innovation, provide instructional coaching, and lead district-level professional development to improve access and digital equity for English Learners, Foster Youth, and Socioeconomically Disadvantaged students access to resources and programs. (Technology Funding)	$160,715.63	No
1.0.k	Inventory Control - Ensure maintenance of and equitable	Licenses and materials for library and instructional materials Inventory Control Program at the district office and all sites (e.g., Destiny/Follett Library System, Barcodes for non-consumables, etc.). (Restricted Lottery)	$29,402.00	No

Action #	Title	Description	Total Funds	Contributing
	access to instructional resources at all school sites for all students and staff.			
1.0.l	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	School digital device security software enables safe and monitored student digital equipment use at all sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Go Guardian, Lightspeed, etc.). (LCFF Base and LCFF Supplemental)	$128,375.00	Yes
1.0.m	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Data monitoring tools to provide student academic and performance data school and district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., DataZone, etc.). (LCFF Supplemental)	$40,064.00	Yes
1.0.n	Action Discontinued 2025-26. Curriculum and Assessment Professional	This action is discontinued for the 2025-26 school year. It has been consolidated with 1.0.p.	$0.00	

Action #	Title	Description	Total Funds	Contributing
	Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Professional development, release time, extra hours, and materials related to district curriculum and assessment tools to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., iReady, SBAC, instructional coaching, etc.). (LCFF Supplemental).		
1.0.o	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Access to a California Commission on Teacher Credentialing-accredited Induction program for new teachers, including two Induction Mentors and related materials to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Santa Cruz/Silicon Valley New Teacher Project). (LCFF Base and Supplemental).	$55,811.23	Yes
1.0.p	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for	Professional development, release time, stipends, materials, and extra hours related to ongoing district-level professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., New Teacher Orientation, professional development with district TOSAs, etc.). (LCFF Supplemental)	$69,668.80	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)			
1.0.q	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Monitor the implementation and effectiveness of district programs, including professional development and classified staffing for equity initiatives to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students (2.0 FTE). (LCFF Supplemental)	$138,450.18	Yes
1.0.r	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Professional development, release time, stipends, materials, program licensing, and extra hours related to the supplemental instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Snap & Read, Gizmos, Positive Prevention Plus, etc.). (Restricted Lottery and LCFF Supplemental)	$21,811.63	Yes

Action #	Title	Description	Total Funds	Contributing
1.0.s	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Curriculum, professional development, books, supplies, and release time for implementing the MHUSD VAPA Plan. Professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$25,000.00	Yes
1.0.t	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Professional development, release time, stipends, materials, and extra hours related to develop and refine the districtwide Multi-Tiered Systems of Support Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$100,306.76	Yes
1.0.u	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Utilize a portion of existing staff time, equivalent to hiring 8 employees based on the district's current salary schedule, to analyze student data to support district and school educational partners to make data-driven decisions, personalize learning, identify at-risk students early, enhance curriculum, allocate resources efficiently, and drive continuous improvement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.		Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students (Differentiated Assistance, CA Dashboard).			
1.0.v	Administrative Support focused on Implementing Differentiated Interventions	Assistant Principal positions for our two TK-8 schools and one TK-5 school with significant diverse needs. Assistant Principals will provide essential on-site leadership to manage the unique developmental and academic needs of students spanning from transitional kindergarten through eighth grade, ensuring the administrative infrastructure to implement differentiated interventions, foster positive student behaviors, and address the multifaceted needs of our diverse student population (LREBG Funded). Metrics: 1.0. e and 1.0.f LREBG Carryover from 24/25: $672,674.66 LREBG 25/26 Allocation: $364,425 LREBG Total Expended in 25/26: $1,037,099.66 LREBG 26/27 Projected Funds: $728,000	$728,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 3-5 (SBAC Test Results at a Glance)	2022-23 ELA - met/exceeded standards Third Grade Overall: 36.77% EL: 10.17% Ever-EL: 15.03% SWD: 8.20% HY: 10.87% SED: 18.33% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 2.7% Latino/Hispanic: 22.78% White: 53.73% Two or more: 56.14% Fourth Grade Overall: 40.71% EL: 18.10%	2023-24 ELA - met/exceeded standards Third Grade Overall: 39.51% EL: 9.18% Ever-EL: 15.04% SWD: 16.88% HY: 9.09% SED: 23.99% SWD/EL: 4% SWD/FY: N/A SWD/SED: 0% Latino/Hispanic: 23.67% White: 54.79% Two or more: 56.34% Fourth Grade Overall: 41.93%	2024-25 ELA - met/exceeded standards Third Grade Overall: 37.42% EL: 9.68% Ever-EL: 17.59% SWD: 2.90% HY: 16.67% SED: 23.36% SWD/EL: 0% SWD/FY: 0% SWD/SED: 6% Latino/Hispanic: 27.08% White: 52.88% Two or more: 50.77% Fourth Grade Overall: 44.19%	2025-26 ELA 3: 45% 4: 50% 5: 60% Math 3: 50% 4: 50% 5: 40% Including all student groups and dually identified students Latino/Hispanic: 45% White: 70% Two or more: 70%	2024-25 ELA Third Grade Overall: +0.65% EL: -0.49% Ever-EL: +2.56% SWD: -5.3% HY: +5.8% SED: +5.03% SWD/EL: +0% SWD/FY: N/A SWD/SED:+3.3% Latino/Hispanic: +4.30% White: -0.85% Two or more: -5.37% Fourth Grade Overall: +3.48% EL: -7.63% Ever-EL: -6.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ever-EL: 27.39% SWD: 17.57% HY: 21.42% SED: 25.00% SWD/EL: 4.5% SWD/FY: No data available* SWD/SED: 0% Latino/Hispanic: 25.52% White: 61.32% Two or more: 51.02% Fifth Grade Overall: 47.74% EL: 13.40% Ever-EL: 34.62% SWD: 16.88% HY: 30.00% SED: 29.96% SWD/EL: 13.3% SWD/FY: No data available* SWD/SED: 8% Latino/Hispanic: 37.16% White: 60.69% Two or more: 60% Math - met/exceeded standards Third Grade Overall: 40.29% EL: 13.38% Ever-EL: 20.26% SWD: 8.20% HY: 17.02%	EL: 11.97% Ever-EL: 20.98% SWD: 6.95% HY: No data available* SED: 28.52% SWD/EL: 0% SWD/FY: N/A SWD/SED: 9% Latino/Hispanic: 25.68% White: 62.88% Two or more: 62.29% Fifth Grade Overall: 47.11% EL: 6.02% Ever-EL: 26.17% SWD: 7.35% HY: 20.00% SED: 33.46% SWD/EL: 0% SWD/FY: 0% SWD/SED: 0% Latino/Hispanic: 31.28% White: 70.45% Two or more: 65.11% Math - met/exceeded standards Third Grade Overall: 44.57% EL: 19.46%	EL: 10.47% Ever-EL: 21.02% SWD: 11.11% HY: 28.57% SED: 25.21% SWD/EL: 0% SWD/FY: 0% SWD/SED: 5% Latino/Hispanic: 31.01% White: 55.86% Two or more: 55.56% Fifth Grade Overall: 46.67% EL: 8.57% Ever-EL: 27.16% SWD: 7.25% HY: 15.87% SED: 28.11% SWD/EL: 0% SWD/FY: 0% SWD/SED: 4% Latino/Hispanic: 32.06% White: 65.87% Two or more: 60.66% Math - met/exceeded standards Third Grade Overall: 40.46% EL: 15.15% Ever-EL: 22.12%		SWD: -6.46% HY: +7.15% SED: +0.21% SWD/EL: -4.5% SWD/FY: N/A SWD/SED: +5% Latino/Hispanic: +5.49% White: -5.46% Two or more: +4.54% Fifth Grade Overall: -1.07% EL: -4.83% Ever-EL: -7.46% SWD: -9.63% HY: -14.13% SED: -1.85% SWD/EL: -13.3% SWD/FY: N/A/ SWD/SED: -4% Latino/Hispanic: -5.10% White: +5.18% Two or more: +0.66% Math - met/exceeded standards Third Grade Overall: +0.17% EL: +1.77% Ever-EL: +1.86% SWD: +1.95% HY: +0.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 21.20% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 5% Latino/Hispanic: 24.83% White: 56.39% Two or more: 66.66% Fourth Grade Overall: 41.20% EL: 16.07% Ever-EL: 25.17% SWD: 17.57% HY: 17.14% SED: 21.93% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 0% Latino/Hispanic: 25.43% White: 64.97% Two or more: 57.14% Fifth Grade Overall: 31.43% EL: 7.90% Ever-EL: 19.33% SWD: 14.28% HY: 11.43% SED: 14.98% SWD/EL: 7% SWD/FY: No data available* SWD/SED: 2.6%	Ever-EL: 23.88% SWD: 15.79% HY: 18.18% SED: 28.79% SWD/EL: 8% SWD/FY: N/A SWD/SED: 0% Latino/Hispanic: 26.85% White: 64.14% Two or more: 60.56% Fourth Grade Overall: 41.59% EL: 12.00% Ever-EL: 22.42% SWD: 8.34% HY: No data available* SED: 30.00% SWD/EL: 4% SWD/FY: N/A SWD/SED: 9% Latino/Hispanic: 25.75% White: 59.85% Two or more: 63.94% Fifth Grade Overall: 34.54% EL: 3.61% Ever-EL: 17.42% SWD: 11.60% HY: 20.00% SED: 21.66%	SWD: 10.15% HY: 17.75% SED: 22.68% SWD/EL: 8% SWD/FY: 0% SWD/SED: 6% Latino/Hispanic: 27.87% White: 55.77% Two or more: 52.30% Fourth Grade Overall: 42.50% EL: 9.09% Ever-EL: 17.86% SWD: 7.50% HY: 20.97% SED: 19.75% SWD/EL: 4% SWD/FY: 0% SWD/SED: 5% Latino/Hispanic: 25.78% White: 60.96% Two or more: 56.94% Fifth Grade Overall: 31.49% EL: 4.67% Ever-EL: 13.49% SWD: 2.90% HY: 12.50% SED: 14.74% SWD/EL: 0% SWD/FY: 0%		SED: +1.48% SWD/EL: +8% SWD/FY: N/A SWD/SED: +1% Latino/Hispanic: 3.04% White: -0.62% Two or more: -14.36% Fourth Grade Overall: +1.3% EL: -6.98% Ever-EL: -7.31% SWD: -10.07% HY: +3.83% SED: -2.18% SWD/EL: +4% SWD/FY: N/A SWD/SED: +5% Latino/Hispanic: 0.35% White: -4.01% Two or more: -0.2% Fifth Grade Overall: +0.06% EL: -3.23% Ever-EL: -5.84% SWD: -11.38% HY: 1.07% SED: -0.24% SWD/EL: -7% SWD/FY: N/A SWD/SED: -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latino/Hispanic: 19.39% White: 46.53% Two or more: 33.33% *In order to protect student privacy, data is suppressed by the CDE because fewer than 11 students tested (adjustments made due to baseline data reporting/transfer error)	SWD/EL: 0% SWD/FY: 0% SWD/SED: 0% Latino/Hispanic: 18.46% White: 56.82% Two or more: 48.83% *In order to protect student privacy, data is suppressed by the CDE because fewer than 11	SWD/SED: 0% Latino/Hispanic: 14.94% White: 48.03% Two or more: 57.38%		Latino/Hispanic: -4.45% White: +1.5% Two or more: +24.05%
1.1.b	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 5 (SBAC Test Results at a Glance)	2022-23 CAST: met/exceeded standards 5: 31.20% EL: 3.53% Ever-EL: 18.89% SWD: 7.89% HY: 15.94% SED: 15.91%	2023-24 CAST: met/exceeded standards 5: 31.18% EL: 1.05% Ever-EL: 12.26% SWD: 7.35% HY: 13.33% SED: 18.05%	2024-25 CAST: met/exceeded standards 5: 31.67% EL: 1.85% Ever-EL: 14.63% SWD: 5.80% HY: 12.50% SED: 18.72%	2025-26 5: 45% Including all student groups	2023-24 CAST: 5: +0.47% EL: 1.68% Ever-EL: -4.26% SWD: -2.09% HY: -3.44% SED: +2.81%
1.1.c	Pupil Achievement: California Spanish Assessment (CSA): Grades 3-5 (SBAC Test Results at a Glance) (Metric retired during Year 2 due to state reporting changes)	2022-23 4th Grade: 443.5 Mean Scale Score	2023-24 4th Grade: 444.8 Mean Scale Score	N/A	2025-26 4th Grade: 460 Mean Scale Score	Metric discontinued due to change in state reporting
1.1.d	Pupil Achievement:	2023-24	2024-25	2025-26	2026-27	2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Reading Assessment: Grades K-5 Grade Level or Above (iReady Assessment)	Diagnostic #3 Results Reading Kindergarten Overall: 76% / 374 students EL: 53% / 48 SWD: 54% / 26 SED: 68% / 115 Latino/Hispanic: 64% White: 76% Two or more: 91% First Grade Overall: 54% / 289 students EL: 23% / 26 SWD: 32% / 18 SED: 38% / 72 Latino/Hispanic: 42% White: 52% Two or more: 68% Second Grade Overall: 54% / 274 students EL: 16% / 18 SWD: 25% / 25 SED: 36% / 67 Latino/Hispanic: 40% White: 61% Two or more: 72% Third Grade Overall: 57% / 321 students EL: 30% / 35	Diagnostic #3 Results Reading Kindergarten Overall: 66% / 300 students EL: 46% / 51 SWD: 51% / 18 SED: 48% / 64 Latino/Hispanic: 56% White: 67% Two or more: 75% First Grade Overall: 54% / 292 students EL: 24% / 25 SWD: 20% / 11 SED: 39% / 58 Latino/Hispanic: 38% White: 54% Two or more: 73% Second Grade Overall: 62% / 323 students EL: 35% / 39 SWD: 32% / 16 SED: 48% / 88 Latino/Hispanic: 51% White: 63% Two or more: 75% Third Grade	Diagnostic #3 Results Reading Kindergarten Overall: 77% / 288 EL: 52% / 34 SWD: 52% / 16 SED: 60% / 73 Latino/Hispanic: 71% White: 79% Two or more: 88% First Grade Overall: 52% / 238 EL: 25% / 23 SWD: 21% / 10 SED: 39% / 66 Latino/Hispanic: 42% White: 49% Two or more: 61% Second Grade Overall: 59% / 305 EL: 29% / 28 SWD: 19% / 19 SED: 48% / 80 Latino/Hispanic: 47% White: 60% Two or more: 75% Third Grade Overall: 61% / 233 EL: 26% / 19 SWD: 28% / 12	Diagnostic #3 Results Reading The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 10% annually and (2) student groups will increase by 20% annually. Kindergarten Overall: 96% EL: 100% SWD: 100% SED: 100% First Grade Overall: 86% EL: 83% SWD: 92% SED: 98% Second Grade Overall: 84% EL: 76% SWD: 85% SED: 96% Third Grade Overall: 87% EL: 90% SWD: 85%	Diagnostic #3 Results Reading Kindergarten Overall: +1% EL: -1% SWD: -2% SED: -8% Latino/Hispanic: +7% White: +3% Two or more: -3% First Grade Overall: -2% EL: +2% SWD: -8% SED: +1% Latino/Hispanic: +0% White: -3% Two or more: -7% Second Grade Overall: +5% EL: +13% SWD: -6% SED: +12% Latino/Hispanic: +7% White: -1% Two or more: +3% Third Grade Overall: +4% EL: -4% SWD: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 25% / 25 SED: 38% / 72 Latino/Hispanic: 41% White: 58% Two or more: 68% Fourth Grade Overall: 47% / 259 students EL: 13% / 17 SWD: 20% / 19 SED: 30% / 66 Latino/Hispanic: 31% White: 49% Two or more: 73% Fifth Grade Overall: 40% / 204 students EL: 5% / 5 SWD: 18% / 17 SED: 23% / 42 Latino/Hispanic: 24% White: 48% Two or more: 51% Grades K-5 Dually Identified Students: SWD/EL: 8% SWD/FY: No data available SWD/SED: 11%	Overall: 58% / 284 students EL: 20% / 20 SWD: 16% / 12 SED: 40% / 67 Latino/Hispanic: 44% White: 53% Two or more: 74% Fourth Grade Overall: 48% / 250 students EL: 11% / 12 SWD: 15% / 12 SED: 16% / 43 Latino/Hispanic: 33% White: 50% Two or more: 63% Fifth Grade Overall: 45% / 240 students EL: 7% / 7 SWD: 7% / 5 SED: 27% / 49 Latino/Hispanic: 30% White: 51% Two or more: 64% Grades K-5 Dually Identified Students: SWD/EL: 6% SWD/FY: 0%	SED: 48% / 63 Latino/Hispanic: 48% White: 64% Two or more 71% Fourth Grade Overall: 48% / 109 EL: 26% / 7 SWD: 11% / 4 SED: 33% / 25 Latino/Hispanic: 34% White: 48% Two or more: 54% Fifth Grade Overall: 42% / 80 EL: 7% / 2 SWD: 6% / 2 SED: 22% / 11 Latino/Hispanic: 27% White: 38% Two or more: 47% Grades K-5 Dually Identified Students: SWD/EL: 0% SWD/FY: 0% SWD/SED: 5%	SED: 98% Fourth Grade Overall: 77% EL: 73% SWD: 80% SED: 90% Fifth Grade Overall: 70% EL: 65% SWD: 78% SED: 83% Grades K-5 Dually Identified Students: SWD/EL: 68% SWD/FY: No data available SWD/SED: 71% Latino/Hispanic: 65% White: 80% Two or more: 80%	SED: +10% Latino/Hispanic: +7% White: +6% Two or more: +3% Fourth Grade Overall: +1% EL: +13% SWD: -9% SED: +3% Latino/Hispanic: +3% White: -1% Two or more: -19% Fifth Grade Overall: +2% EL: +2% SWD: -12% SED: -1% Latino/Hispanic: +3% White: -10% Two or more: =3% Grades K-5 Dually Identified Students: SWD/EL: -8% SWD/FY: N/A SWD/SED: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD/SED: 12%			
1.1.e	Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Math Kindergarten Overall: 59% / 277 students EL: 40% / 33 SWD: 49% / 24 SED: 45% / 72 First Grade Overall: 41% / 220 students EL: 23% / 25 SWD: 30% / 16 SED: 28% / 52 Second Grade Overall: 42% / 213 students EL: 12%/ 14 SWD: 22% / 18 SED: 24% / 45 Third Grade Overall: 45% / 248 students EL: 27% / 31 SWD: 14% / 14 SED: 27% / 54 Fourth Grade Overall: 48% / 263 students EL: 21% / 26	2024-25 Diagnostic #3 Results Math Kindergarten Overall: 58% / 267 students EL: 45% / 50 SWD: 30% / 11 SED: 41% / 55 First Grade Overall: 39% / 209 students EL: 19% / 20 SWD: 14% / 7 SED: 25% / 36 Second Grade Overall: 52% / 262 students EL: 30% / 32 SWD: 36% / 17 SED: 38% / 67 Third Grade Overall: 43% / 208 students EL: 18% / 18 SWD: 9% / 7 SED: 30% / 50 Fourth Grade Overall: 50% / 272 students EL: 20% / 22	2025-26 Diagnostic #3 Results Math Kindergarten Overall: 58% / 221 EL: 36% / 23 SWD: 41% / 13 SED: 46% / 57 First Grade Overall: 41% / 151 EL: 25% / 20 SWD: 15% / 5 SED: 26% / 36 Second Grade Overall: 48% / 181 EL: 10% / 6 SWD: 26% / 14 SED: 30% / 37 Third Grade Overall: 50% / 183 EL: 22% / 17 SWD: 27% / 12 SED: 34% 45 Fourth Grade Overall: 54% / 104 EL: 10% / 2 SWD: 7% / 3 SED: 37% / 22 Fifth Grade Overall: 40% / 91	2026-27 Diagnostic #3 Results Math The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 10% annually and (2) student groups will increase by 20% annually. Kindergarten Overall: 100% EL: 100% SWD: 100% SED: 100% First Grade Overall: 71% EL: 83% SWD: 90% SED: 88% Second Grade Overall: 72% EL: 72% SWD: 82% SED: 84% Third Grade Overall: 75%	2024-25 Diagnostic #3 Results Math Kindergarten Overall: -1% EL: -4% SWD: -8% SED: +1% First Grade Overall: +0% EL: +2% SWD: -15% SED: -2% Second Grade Overall: -6% EL: -2% SWD: +4% SED: +6% Third Grade Overall: +5% EL: -5% SWD: +13% SED: +7% Fourth Grade Overall:+6% EL: -11% SWD: -11% SED: -6% Fifth Grade Overall: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 18% / 17 SED: 31% / 68 Fifth Grade Overall: 46% / 236 students EL: 13% / 13 SWD: 25% / 23 SED: 30% / 56 Grades K-5 Dually Identified Students: SWD/EL: 9% SWD/FY: No data available SWD/SED: 10%	SWD: 13% / 10 SED: 29% / 50 Fifth Grade Overall: 44% / 235 students EL: 11% / 12 SWD: 5% / 4 SED: 26% / 48 Grades K-5 Dually Identified Students: SWD/EL: 6% SWD/FY: 0% SWD/SED: 10%	EL: 11% / 6 SWD: 2% / 1 SED: 24% / 20 Grades K-5 Dually Identified Students: SWD/EL: 4% SWD/FY: 0% SWD/SED: 3%	EL: 87% SWD: 74% SED: 87% Fourth Grade Overall: 78% EL: 81% SWD: 78% SED: 91% Fifth Grade Overall: 76% EL: 73% SWD: 85% SED: 90% Grades K-5 Dually Identified Students: SWD/EL: 50% SWD/FY: No data available SWD/SED: 50%	EL: -2% SWD: -23% SED: -6% Grades K-5 Dually Identified Students: SWD/EL: -5% SWD/FY: N/A SWD/SED: -7%
1.1.f	Pupil Achievement: California Spanish Assessment (CSA): Grades 3-8 (SBAC Test Results at a Glance)	2024-25 CSA Overall Results 7.14% High Degree Level 3	NA - baseline date entered during 2025-26 school year		2025-2026 12% High Degree Level 3	N/A - Year 1 outcome not yet collected

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 1.1 to improve literacy and mathematics outcomes for all elementary students, with a focus on student groups identified in the LCAP, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. The district prioritized efforts intended to strengthen foundational literacy, increase coherence in mathematics instruction, and expand the effectiveness of a multi-tiered system of supports (MTSS). Throughout the year, MHUSD focused on strengthening alignment among curriculum, instruction, assessment, and intervention systems while continuing to build internal capacity through professional learning, coaching, and cross-department collaboration.

While the district implemented most of the Goal 1.1 actions, adjustments were made during the year in response to staffing capacity, budget considerations, and the phased implementation of early learning initiatives. These adjustments strengthened alignment between planned actions and site-level implementation and enabled the district to refine systems for greater coherence and impact.

Successes

MHUSD made meaningful progress under Goal 1.1 during the 2025–26 school year:

- The district continued to strengthen early literacy systems through the implementation of a supplemental foundational skills curriculum in grades K–3, supported by ongoing professional learning and coaching. Increased clarity around reading expectations, including the use of common criteria through Literably, supported more consistent identification of student proficiency and instructional next steps.
- MHUSD strengthened the use of data to inform instruction through established assessment cycles, including administration of i-Ready Diagnostics and structured site-based data review processes. School teams increasingly used proficiency, growth, and student group data to guide Universal/Tier 1 differentiation and Targeted/Tier 2 intervention planning.
- The district sustained implementation of reading intervention, and MTSS supports across elementary sites, including the use of intervention teachers and paraprofessionals to provide targeted small-group instruction in reading. Clearer alignment between Universal/Tier 1 foundational literacy skills instruction and supplemental supports contributed to more coordinated service delivery for students requiring additional support.
- MHUSD advanced coherence in mathematics instruction through continued professional learning aligned to the California Mathematics Framework and the ongoing math curriculum adoption process. Cross-grade span collaboration and structured evaluation of instructional materials strengthened shared expectations for high-quality math instruction.
- Professional learning and coaching provided by district Teachers on Special Assignment (TOSAs) increased internal capacity across literacy, mathematics, and instructional technology. This support strengthened site implementation and reduced reliance on external providers.
- The district continued to make progress in early learning alignment through Universal PreKindergarten (UPK) planning, integration of the Preschool/Transitional Kindergarten Learning Foundations (PTKLF), and expanded use of developmental and observational assessment practices.

These efforts reflect MHUSD's continued focus on strengthening Universal/Tier 1 instruction, improving alignment across systems, and expanding access to targeted supports for students with the greatest needs.

Implementation Challenges and Adjustments
Although substantial progress was made, several actions required refinement during implementation:

- Staffing and service consistency: Variability in staffing, including unfilled or delayed reading intervention teacher paraprofessional positions, impacted the consistency and scheduling of intervention and MTSS supports across sites.
- Budget alignment: Some contracts and instructional materials exceeded initial projections, while other expenditures were delayed due to phased implementation. Adjustments were made to better align resources with MTSS priorities and actual service delivery.

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

1.1.a Higher than planned due to additional Heggerty instructional materials and amendments purchased to support expanded implementation in grades K–3.
1.1.c Higher than planned due to the increased salary of three bilingual paraprofessional positions to provide instructional and language support.
1.1.f Lower than planned due to lower than anticipated costs associated with Battle of the Books implementation.
1.1.g Lower than planned due to lower utilization of P3CC Cohort 1 stipends, fewer release days, and extra hours needed for Cohorts 1 and 2 professional learning activities.
1.1.i Lower than planned because UPK implementation planning meetings were combined with curriculum meetings, reducing the need for additional extra hours.
1.1.j Lower than planned due to lower substitute costs and fewer professional development contract expenditures than anticipated for UPK professional learning.
1.1.k Lower than planned due to lower than anticipated assessment implementation costs for ASQ and other assessment tools.
1.1.l Lower than planned due to fewer extra hours needed for the instructional materials adoption committee and evaluation process than originally projected.
1.1.n Higher than planned due to the increased compensation of eight CCMT positions.

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

1.1.a – The district largely implemented a districtwide supplemental foundational skills (phonics) approach in grades K–3, supported by ongoing professional learning and coaching provided by the Elementary Literacy TOSA. This year, the work was strengthened through clearer expectations for reading proficiency, including consistent use of Literably criteria (accuracy, fluency, and comprehension).

1.1.b – The district implemented elementary reading intervention services at each site through Reading Intervention Teachers. These services provided targeted support aligned to identified student needs, with increased emphasis on progress monitoring and clearer entry and exit criteria. While intervention structures were in place across sites, outcomes varied based on scheduling and staffing consistency.
1.1.c – The district largely implemented bilingual paraprofessional support to increase access to core instruction for English Learners. These staff members supported small-group instruction and language development aligned to classroom learning. Impact was evident in improved access to instruction; however, effectiveness varied depending on site-level integration and scheduling.
1.1.d – The district partially implemented MTSS paraprofessional supports under the supervision of Reading Intervention Teachers. While these positions contributed to Targeted/Tier II and Intensive/Tier III instruction, some positions were unfilled or started later than planned, resulting in variability in service delivery across sites.
1.1.e – The district largely implemented reading intervention using structured literacy approaches, including strategies aligned with Orton-Gillingham methodologies and other evidence-based programs. Implementation was supported through training and coaching, though consistency varied across sites depending on staff experience and scheduling structures.
1.1.f – The district fully implemented the reading incentive program (Battle of the Books). Participation included all elementary schools.
1.1.g – The district largely implemented and expanded TK–5 mathematics professional learning. In addition to continued participation in the Pre-K to 3 Coherence Collaboration (P3CC), the district advanced a comprehensive adoption process for a math curriculum and provided professional learning aligned with the California Mathematics Framework. These efforts strengthened coherence in instructional practices and expectations across grade spans.
1.1.h – The district implemented professional learning and materials support for elementary specials teachers, including physical education and visual and performing arts.
1.1. i – The district largely implemented and expanded UPK/TK planning efforts. The planning committee continued to refine a framework for developmentally appropriate Transitional Kindergarten programming, with increased alignment to early learning standards, instructional practices, and student support systems.
1.1.j – The district largely implemented professional learning for Transitional Kindergarten teachers, including training on the Preschool/Transitional Kindergarten Learning Foundations (PTKLF) and observational assessment practices. This work was strengthened through increased attention to developmentally appropriate instruction and progress monitoring.
1.1.k – The district partially implemented this action. The UPK/TK planning committee identified and began initial use of developmentally appropriate assessment tools, including ASQ-3 and ASQ: SE-2, to support early identification of student needs. Full implementation and alignment across sites are still in progress.
1.1.l – The district partially implemented this action. The district continued the process of identifying and reviewing developmentally appropriate TK curriculum and instructional materials. Full implementation is planned for the following school year.
1.1.m – The district effectively implemented the Elementary Literacy TOSA role, which provided ongoing professional learning, coaching, and support to Reading Intervention Teachers, MTSS paraprofessionals, classroom teachers, and administrators. This role significantly contributed to building internal capacity and improving coherence in literacy instruction.
1.1.n – The district effectively implemented College and Career Media Technicians at each elementary site, supporting student access to instructional materials, library services, and technology resources, including device management and textbook distribution.

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.

No changes were made to the planned goal, target outcomes, actions, or action language for Goal 1.1. Reflection on prior practice and educational partner feedback informed refinements to the implementation of the existing actions related to elementary literacy and mathematics instruction.

Metric Changes
The California Spanish Language Arts assessment reporting format changed beginning in 2024–25. Prior to this change, the state reported only a Mean Scale Score for the assessment (metric 1.1.c). Beginning in 2024–25, the state reporting system transitioned to reporting the percentage of students performing within three proficiency levels. As a result, a new metric, 1.1.f, was developed to align with the updated state reporting structure and provide more meaningful analysis of student performance trends over time.
1.1.c - metric discontinued due to state reporting system changes
1.1.f. - metric was added to report CSA results under the new reporting format

Implementation refinements include strengthening foundational literacy and phonics instruction, increasing consistency of math intervention supports, and improving alignment between curriculum, intervention, and assessment systems across elementary schools. The district will continue refining professional learning to support effective Tier 1 instruction, Universal Design for Learning (UDL), inclusive practices, and targeted intervention strategies for English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students. Additional implementation focus will be placed on improving instructional engagement, progress monitoring, and communication with families regarding student supports and academic growth.

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.a	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated	Curriculum materials, professional development, release time, and extra hours related to implementing early literacy initiatives in grades K-3 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Restricted Lottery & LCFF Supplemental)	$49,616.92	Yes

Action #	Title	Description	Total Funds	Contributing
	Assistance and CA Dashboard - Academics).			
1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Provide one reading intervention teacher to each elementary/TK-8 school site to provide strategic reading intervention to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (8 FTE) (LCFF Supplemental)	$1,293,899.80	Yes
1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not	Bilingual (Spanish) paraprofessional staff to support EL, FY, and SED students in reading and math intervention grades K-5 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (3 at 0.75 FTE each) (LCFF Supplemental)	$139,424.27	Yes

Action #	Title	Description	Total Funds	Contributing
	succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)			
1.1.d	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically	Paraprofessional staff to support students in reading intervention grades K-5 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (8 at 0.75 FTE) (LCFF Supplemental)	$367,280.52	Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).			
1.1.e	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Professional development, release time, cost of materials, and extra hours related to the development and enhancement of the reading intervention program to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$50,624.00	Yes
1.1.f	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long	Professional development, release time, extra hours, and materials related to the development and maintenance of a district-wide voluntary, supplemental reading incentive program to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (e.g., Battle of the Books). (LCFF Supplemental)	$1,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
	literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).			
1.1.g	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Professional development, release time, extra hours, membership fees, and travel expenses for enhancing mathematics instruction in grades TK-5 to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (e.g., Silicon Valley Mathematics Initiative, P-3 Math Collaborative with Education Partners, etc.). (LCFF Supplemental)	$157,612.57	Yes
1.1.h	Professional Development and Materials for Elementary Specials - Engage elementary	Professional development, extra hours, curriculum, and materials for maintaining the Elementary Specials (Visual and Performing Arts (VAPA) and Physical Education) programs to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$15,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)			
1.1.i	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	Professional development, release time, and extra hours related to the development and implementation of a Universal Prekindergarten/Preschool through Third Grade alignment plan. (UPK Grant)	$0.00	No
1.1.j	UPK/UTK Professional Development - Provide specialized	Professional development, release time, and extra hours related to meeting the needs of students in Universal Prekindergarten/Universal Transitional Kindergarten (e.g., California Preschool Instructional Network	$89,684.92	No

Action #	Title	Description	Total Funds	Contributing
	professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	(CPIN), Desired Results Developmental Profile (DRDP), Teaching Pyramid, Inclusion Collaborative, etc.). (UPK Grant)		
1.1.k	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	Maintenance of materials, supplies, and program licenses for the base assessment program (e.g., Learning Genie/DRDP platform, ASQ3 TK & Kinder, etc.). (UPK Grant)	$849.90	No
1.1.l	UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.	Maintenance of instructional materials, supplies, and program licenses for the base UPK/UTK instructional program. (UPK Grant)	$0.00	No
1.1.m	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of	Elementary Literacy Teacher on Special Assignment to support literacy instruction, provide instructional coaching, and lead district-level professional development to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged. (LCFF Supplemental)	$166,718.15	Yes

Action #	Title	Description	Total Funds	Contributing
	foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)			
1.1.n	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Provide one College Career Media Technician to each elementary/TK-8 site support students with access to supplemental literacy materials in grades TK-8 to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged (8 at 0.65 FTE). (LCFF Supplemental)	$338,970.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

The data shows that middle school students' academic performance varies widely based on race, socioeconomic status, language proficiency, disability status, and housing stability. Student groups, including English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, encounter substantial challenges that hinder their academic progress. These students often face barriers restricting access to rigorous and culturally relevant curricula, academic enrichment programs, extracurricular activities, and social-emotional support, particularly affecting historically marginalized or disadvantaged students.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 6-8 (CA School Dashboard)	2022-23 ELA - met/exceeded standards Sixth Grade Overall: 34.25% EL: 3.49% Ever-EL: 19.05% SWD: 4.55% HY: 8.00% SED: 14.67% Latino/Hispanic: 23.91% Seventh Grade Overall: 40.83% EL: 4.30% Ever-EL: 25.82% SWD: 7.25% HY: 17.65% SED: 22.09% Latino/Hispanic: 26.21% Eighth Grade	2023-24 ELA - met/exceeded standards Sixth Grade Overall: 43.28% EL: 7.78% Ever-EL: 28.34% SWD: 11.27% HY: Data not available* SED: 32.85% Latino/Hispanic: 32.50% Seventh Grade Overall: 42.01% EL: 1.22% Ever-EL: 25.27% SWD: 7.69% HY: Data not available* SED: 24.89%	2024-25 ELA - met/exceeded standards Sixth Grade Overall: 39.71% EL: 5.27% Ever-EL: 23.29% SWD: 6.56% HY: 18.97% SED: 23.37% Latino/Hispanic: 25.26% Seventh Grade Overall: 49.64% EL: 14.49% Ever-EL: 39.31% SWD: 7.14% HY: 27.54% SED: 34.01% Latino/Hispanic: 39.48%	2025-26 ELA 6: 50% 7: 55% 8: 55% Math 6: 50% 7: 50% 8: 50% Including all student groups	2023-24 ELA - met/exceeded standards Sixth Grade Overall: +5.46% EL: +1.78% Ever-EL: +4.24% SWD: +2.01% HY: +10.97% SED: +8.7% Latino/Hispanic: +1.35% Seventh Grade Overall: +8.81% EL: +10.19% Ever-EL: +13.49% SWD: -0.11% HY: +9.89% SED: +11.92% Latino/Hispanic: +13.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall: 39.30% EL: 3.75% Ever-EL: 26.37% SWD: 5.33% HY: 14.00% SED: 25.19% Latino/Hispanic: 24% Math - met/exceeded standards Sixth Grade Overall: 25.40% EL: 2.27% Ever-EL: 16.87% SWD: 4.76% HY: 5.88% SED: 10.72% Latino/Hispanic: 15.59% Seventh Grade Overall: 29.16% EL: 5.05% Ever-EL: 18.48% SWD: 4.48% HY: 15.69% SED: 13.83% Latino/Hispanic: 17.52% Eighth Grade Overall: 27.92% EL: 1.16% Ever-EL: 18.69% SWD: 0.00% HY: 3.92% SED: 15.53%	Latino/Hispanic: 31.21% Eighth Grade Overall: 47.54% EL: 3.03% Ever-EL: 36.45% SWD: 4.69% HY: Data not available* SED: 31.48% Latino/Hispanic: 35.71% Math - met/exceeded standards Sixth Grade Overall: 29.32% EL: 5.38% Ever-EL: 17.87% SWD: 8.45% HY: Data not available* SED: 18.55% Latino/Hispanic: 17.19% Seventh Grade Overall: 33.46% EL: 2.20% Ever-EL: 22.70% SWD: 6.16% HY: Data not available* SED: 17.77%	Eighth Grade Overall: 47.03% EL: 7.25% Ever-EL: 31.52% SWD: 10.45% HY: 14.28% SED: 29.09% Latino/Hispanic: 36.04% Math - met/exceeded standards Sixth Grade Overall: 29.88% EL: 2.44% Ever-EL: 16.44% SWD: 11.48% HY: 13.34% SED: 15.61% Latino/Hispanic: 16.26% Seventh Grade Overall: 36.94% EL: 4.17% Ever-EL: 23.86% SWD: 7.25% HY: 18.05% SED: 19.60% Latino/Hispanic: 25.40% Eighth Grade Overall: 35.83% EL: 2.70% Ever-EL: 26.21%		Eighth Grade Overall: +8% EL: +3.5% Ever-EL: +5.15% SWD: +5.12% HY: +0.28% SED: +3.9% Latino/Hispanic: +12.04% Math - met/exceeded standards Sixth Grade Overall: +4.48% EL: +0.17% Ever-EL: -0.43% SWD: +6.72% HY: +7.46% SED: +4.89% Latino/Hispanic: 0.67% Seventh Grade Overall: +7.78% EL: -0.88% Ever-EL: +5.38% SWD: +2.77% HY: +2.36% SED: +5.77% Latino/Hispanic: +7.88% Eighth Grade Overall: +7.91% EL: +1.54% Ever-EL: +7.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latino/Hispanic: 15.13% (adjustments made due to baseline data reporting/transfer error)	Latino/Hispanic: 24.21% Eighth Grade Overall: 27.50% EL: 2.86% Ever-EL: 18.62% SWD: 3.13% HY: Data not available* SED: 17.13% Latino/Hispanic: 15.17% *In order to protect student privacy, data is suppressed because fewer than 11 students	SWD: 7.46% HY: 10% SED: 21.08% Latino/Hispanic: 27.10%		SWD: +7.46% HY: +6.08% SED: +5.55% Latino/Hispanic: +11.97% *In order to protect student privacy, data is suppressed because fewer than 11 students
1.2.b	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 8 (CA School Dashboard)	2022-23 CAST: met/exceeded standards 8th Grade Overall: 30.57% EL: 0% Ever-EL: 21.61% SWD: 5.4% HY: 8% SED: 16.67%	2023-24 CAST: met/exceeded standards 8th Grade Overall: 28.83% EL: 1.45% Ever-EL: 14.78% SWD: 4.76% HY: Data not available* SED: 14.40% *In order to protect student privacy, data is suppressed because fewer than 11 students	2024-25 CAST: met/exceeded standards 8th Grade Overall: 33.86% EL: 4.05% Ever-EL: 19.79% SWD: 7.47% HY: 12% SED: 16.59%	2025-26 8: 50% Including all student groups	2024-25 CAST: met/exceeded standards 8th Grade Overall: +3.29% EL: +4.05% Ever-EL: -1.82% SWD: +2.07% HY: +4% SED: -0.08% *In order to protect student privacy, data is suppressed because fewer than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2.c	Pupil Achievement: California Spanish Assessment (CSA): Grades 6-8 (CA School Dashboard) (Metric discontinued due to change in state reporting. Now captured in metric 1.1.f)	2022-23 7th Grade:739.3 Mean Scale Score	2023-24 7th Grade: 738.5 Mean Scale Score	2024-25 Metric discontinued due to change in state reporting. New data now captured in Metric 1.1.f.	2025-26 7th Grade: 760 Mean Scale Score	2024-25 Metric discontinued due to change in state reporting. New data now captured in Metric 1.1.f.
1.2.d	Student Outcomes: Integrated Math I Preparedness: Grade 8 Students Prepared for Integrated Math I in High School (iReady Assessment)	2023-24 IM1 Preparedness 8th: 33% (166 students)	2024-25 IM1 Preparedness 8th: 47% (236 students)	2025-26 IM1 Preparedness 8th: 43% (156 students)	2026-27 IM1 Preparedness will increase by 10% annually. 8: 60%	2025-26 +10%
1.2.e	Pupil Achievement: iReady Reading Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Reading Sixth Grade Overall: 42% / 193 students EL: 7% / 5 SWD: 16% / 11 SED: 25% / 39 Latino/Hispanic: 30% Seventh Grade Overall: 33% / 115 students EL: 4% / 3 SWD: 20% / 12 SED: 16% / 16 Latino/Hispanic: 26%	2024-25 Diagnostic #3 Results Reading Sixth Grade Overall: 42% / 208 students EL: 10% / 8 SWD: 15% / 9 SED: 25% / 42 Latino/Hispanic: 27% Seventh Grade Overall: 46% / 255 students EL: 15% / 11 SWD: 19% / 13 SED: 28% / 48	2025-26 Diagnostic #3 Results Reading Sixth Grade Overall: 44% / 207 EL: 3% / 2 SWD: 9% / 5 SED: 29% / 53 Latino/Hispanic: 28% Seventh Grade Overall: 42% / 163 EL: 10% /4 SWD: 20% / 10 SED: 31% / 42 Latino/Hispanic: 27%	2026-27 Diagnostic #3 Results Reading The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 15% annually and	2024-25 Diagnostic #3 Results Reading Sixth Grade Overall: +2% EL: -4% SWD: -7% SED: +4% Latino/Hispanic: -2% Seventh Grade Overall: +9% EL: +6% SWD: +0% SED: +15% Latino/Hispanic: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eighth Grade Overall: 38% / 201 students EL: 5% / 3 SWD: 19% / 19 SED: 22% / 41 Latino/Hispanic: 25%	Latino/Hispanic: 37% Eighth Grade Overall: 46% / 228 students EL: 26% / 20 SWD: 22% / 14 SED: 31% / 51 Latino/Hispanic: 38%	Eighth Grade Overall: 53% / 246 EL: 10% / 3 SWD: 21% / 12 SED: 36% / 50 Latino/Hispanic: 48%	(2) student groups will increase by 20% annually. Sixth Grade Overall: 87% EL: 67% SWD: 76% SED: 85% Latino/Hispanic: 75% Seventh Grade Overall: 78% EL: 64% SWD: 80% SED: 76% Latino/Hispanic: 71% Eighth Grade Overall: 83% EL: 65% SWD: 79% SED: 82% Latino/Hispanic: 70%	Eighth Grade Overall: +15% EL: +5% SWD: +2% SED: +14% Latino/Hispanic: +23%
1.2.f	Pupil Achievement: iReady Math Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Math Sixth Grade Overall: 40% / 217 students EL: 10% / 10	2024-25 Diagnostic #3 Results Math Sixth Grade Overall: 41% / 203 students EL: 5% / 4	2025-26 Diagnostic #3 Results Math Sixth Grade Overall: 37% / 131 EL: 10% / 2 SWD: 14% / 7	2026-27 Diagnostic #3 Results Math The long-term goal is that 100% of students for all grade levels and	2024-25 Diagnostic #3 Results Math Sixth Grade Overall: -3% EL: +0% SWD: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 20% / 17 SED: 25% / 47 Seventh Grade Overall: 31% / 155 students EL: 7% / 7 SWD: 13% / 11 SED: 16% / 26 Eighth Grade Overall: 33% / 166 students EL: 5% / 3 SWD: 17% / 17 SED: 20% / 36	SWD: 15% / 9 SED: 26% / 43 Seventh Grade Overall: 39% / 211 students EL: 4% / 3 SWD: 9% / 6 SED: 20% / 33 Eighth Grade Overall: 43% / 214 students EL: 17% / 14 SWD: 8% / 5 SED: 34% / 57	SED: 22% / 31 Seventh Grade Overall: 35% / 76 EL: 6% / 2 SWD: 9% / 3 SED: 25% / 20 Eighth Grade Overall: 31% / 148 EL: 9% / 3 SWD: 20% / 10 SED: 35% / 31	student groups will perform at grade level or above. The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 15% annually and (2) student groups will increase by 20% annually. Sixth Grade Overall: 85% EL: 67% SWD: 76% SED: 85% Seventh Grade Overall: 76% EL: 67% SWD: 73% SED: 76% Eighth Grade Overall: 78% EL: 65% SWD: 77% SED: 80%	SED: -3% Seventh Grade Overall: +4% EL: -1% SWD: -4% SED: +9% Eighth Grade Overall: -2% EL: +4% SWD: +3% SED: +15%
1.2.g	Student Engagement:	Middle School (6-8) Student Engagement: Student Responses	Middle School (6-8) Student Engagement:	Middle School (6-8) Student Engagement:	Middle School (6-8) Student Engagement:	Middle School (6-8) Student Engagement:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Middle School (6-8) Student Responses: % Agree/Strong Agree I go to class prepared I care about my school My school prepares students for high school success My school teachers students about the importance of middle school grades for a-g readiness My school offers challenging classes Instruction at school is rigorous and inclusive of diverse learners Instruction at school is engaging/fun and interesting (LCAP Student Survey)	I go to class prepared: 79% I care about my school: 62% My school prepares students for high school success: 61% My school teachers students about the importance of middle school grades for a-g readiness: 56% My school offers challenging classes: 47% Instruction at school is rigorous and inclusive of diverse learners: 52% Instruction at school is engaging/fun and interesting: 34% Note: 668 students in grades 6-8 answered Note: n=668 student responses in grades 6-8 with1686 total students	Student Responses I go to class prepared: 82% I care about my school: 65% My school prepares students for high school success: 72% My school teachers students about the importance of middle school grades for a-g readiness: 68% My school offers challenging classes: 68% Instruction at school is rigorous and inclusive of diverse learners (...are challenging and help all students learn): 59% Instruction at school is	Student Responses I go to class prepared: 82% I care about my school: 62% My school prepares students for high school success: 67% My school teachers students about the importance of middle school grades for a-g readiness: 62% My school offers challenging classes: 61% Instruction at school is rigorous and inclusive of diverse learners (...are challenging and help all students learn): 54% Instruction at school is	Student Responses I go to class prepared: 90% I care about my school: 85% My school prepares students for high school success: 90% My school teachers students about the importance of middle school grades for a-g readiness: 90% My school offers challenging classes: 60% Instruction at school is rigorous and inclusive of diverse learners: 70% Instruction at school is engaging/fun and interesting: 70%	Student Responses I go to class prepared: +3% I care about my school: +0% My school prepares students for high school success: +6% My school teachers students about the importance of middle school grades for a-g readiness: +6% My school offers challenging classes: +14% Instruction at school is rigorous and inclusive of diverse learners: +2% Instruction at school is engaging/fun and interesting: +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in those grades districtwide. A total of 2092 student responses for 23-24 (grades 5-12)	engaging/fun and interesting: 50% Note: 567 students in grades 6-8 answered Note: n=567 student responses in grades 6-8 with 1621 total students in those grades districtwide. A total of 2750 student responses for 24-25 (grades 5-12)	engaging/fun and interesting: 46% Note: 1076 students in grades 6-8 answered Note: n=1076 student responses in grades 6-8 with 1634 total students in those grades districtwide. A total of 5828 student responses for 25-26 (grades 5-12)		

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 1.2 to strengthen middle school academic achievement and student engagement through equitable, rigorous, and culturally responsive instructional practices. MHUSD is committed to fostering a supportive learning environment and a strong sense of community for all middle school students. This work is driven by a demonstrated need to ensure equitable access to rigorous, culturally responsive curriculum and learning experiences. State and local data continue to reveal disparities in academic achievement and access to opportunities among student groups, underscoring the importance of sustained implementation and continuous improvement efforts.

Successes

The 2025-26 school year saw the successful continued implementation of several actions: Math Teacher on Special Assignment, Middle School CAL-SOAP counselor, and academic counselors. Summer 2025 saw the expansion of the 6th-grade Connection summer program (Where Everyone Belongs- WEB). This school year middle schools saw the implementation of the Equal Opportunity Schools student survey. The survey data will help foster academic success by uncovering hidden student potential, connecting learners with trusted adults, leveraging school climate data to inform equity efforts, and using personalized outreach to identify and overcome barriers to enrollment in rigorous courses.

MHUSD is committed to preparing students for future academic and career success by expanding opportunities for early exploration and engagement. As part of this effort, the district is exploring ways to strengthen and expand career-related programming at the middle school level, ensuring students begin developing awareness of potential pathways before high school. To support this initiative, MHUSD partnered with Hanover Research to design, administer, and analyze a Middle School Career Exploration Survey focused on 6th-8th grade students and their families. This survey will gather insights into students' career interests, exposure to career-related learning, and perceptions of what types of programming would be most valuable. The findings from this survey will inform the development of a cohesive, aligned career exploration pathway spanning middle and high school, reflecting students' interests and needs. This year, the district strengthened the AVID program by providing site leads with dedicated professional development and planning time, establishing formal AVID site teams, fostering deeper collaboration between middle and high school programs, and expanding the breadth of AVID-centered activities available to students. The evaluation of progress toward this LCAP goal reveals a trajectory of student success, characterized by targeted academic growth and improved school connectedness. CAASPP data highlights a positive trend across core subjects, with mathematics scores showing modest gains overall. Notably, these math improvements were most pronounced among socioeconomically disadvantaged (SED) students, Latinx/Hispanic students, English Learners, and Long-Term English Learners, signaling progress in narrowing achievement gaps. MHUSD strategically implemented a targeted professional development initiative for middle school math educators this year. The district provided three full days of intensive, framework-aligned professional learning that focused on equipping teachers with high-leverage instructional strategies. A core pillar of this training was the integration of rich, open-ended tasks and a strong, explicit connection to Universal Design for Learning (UDL) principles, ensuring that math instruction is accessible, scaffolded, and rigorous for all diverse student populations, including multilingual learners. Furthermore, the professional development deeply emphasized the "how" of execution, placing particular weight on fostering intentional student talk and active engagement to shift classrooms toward collaborative, student-centered mathematical discourse. In English Language Arts (ELA), the outcomes demonstrate strong growth district-wide. This ELA advancement was particularly impactful for key student groups, including SED students, Latinx/Hispanic students, English Learners, Long-Term English Learners, and students with disabilities, underscoring the efficacy of targeted interventions. Beyond academic metrics, the district successfully addressed the socio-emotional and transitional needs of students through the implementation of the 6th-grade Connection program. Student perception data indicate that this initiative yielded significant positive shifts in how students perceive school expectations and internalize support structures during their transition to middle school, thereby fostering a more inclusive and encouraging learning environment essential for sustained academic growth

Implementation Challenges and Adjustments
One of the challenges is the availability of substitutes in order to provide large-scale professional development opportunities. Another challenge is fostering essential educator growth while simultaneously minimizing the loss of direct, consistent teacher-student instructional time. These challenges necessitate flexible or alternative delivery models that safeguard instructional continuity.

MHUSD will continue to prioritize dedicated professional development and collaborative planning time to ensure the effective implementation of core initiatives, including academic counseling and AVID. This sustained investment will also support staff in analyzing critical data from the Equal Opportunity School and Middle School Career Exploration surveys to focus on College and Career Readiness and to inform the development of a cohesive, aligned career exploration pathway that reflects student needs and interests.

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

1.2.b- Lower expenditure than anticipated. Only one stipend was issued.
1.2.c- The contract cost was higher than anticipated. The contract was multi-funded.
1.2.e- No expenditures within LCFF due to expenditures being supported with the Youth Driven grant which expires on 6/30/26.
1.2.g- Salaries were lower than anticipated.
1.2.h- MTSS Math Para positions were not hired due to para staffing shortages across the district.

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

1.2.a - The district effectively implemented the position of Math TOSA.
1.2.b - The district effectively implemented the AVID program.
1.2.c - The district effectively implemented the CalSOAP counselor program.
1.2.d - The district did not fully implement this action. This year consisted of research and gathering information, as well as initial training on CCGI as a vehicle for career exploration.
1.2.e - The district effectively implemented the 6th Grade connection program.
1.2.f - The district effectively implemented the CCGI platform.
1.2.g - The district effectively implemented middle school counselor staffing.
1.2.h- The district did not fully implement this action. MTSS math paraprofessional will be hired for the 26-27 school year.

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.

Based on reflection on prior practice, analysis of student outcome data, and educational partner feedback, no changes were made to the planned goal, target outcomes, actions, or action language for Goal 1.2, Middle School Academics. The district will continue implementation of the existing actions and metrics as written.

Metric Changes
The California Spanish Language Arts assessment reporting format changed beginning in 2024–25. Prior to this change, the state reported only a Mean Scale Score for the assessment (metric 1.2.c). Beginning in 2024–25, the state reporting system transitioned to reporting the percentage of students performing within three proficiency levels. As a result, a new metric, 1.1.f, was developed to align with the updated state reporting structure and provide more meaningful analysis of student performance trends over time. The new 1.1.f captures the information that was once reported under 1.2.c., in the new state reporting format.
1.2.c - metric discontinued due to state reporting system changes

Reflections on prior implementation informed refinements to how the existing actions will be implemented across middle school sites to strengthen coherence, consistency, and effectiveness. Implementation refinements include a stronger focus on literacy intervention, student engagement, hands-on and project-based learning opportunities, and systems that support organization, motivation, and assignment completion for adolescent learners. The district will also continue strengthening career awareness opportunities, student voice, STEM

experiences, and community-connected learning while refining intervention systems to better support students entering middle school significantly below grade level.

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
1.2.a	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Math Teacher on Special Assignment to support mathematics instruction, provide instructional coaching, and lead district-level professional development to improve access to resources and programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$166,716.87	Yes
1.2.b	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated	AVID (Advance Via Individual Determination) elective course offering in the middle school (6th-8th) to support English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. Includes professional development, release time, extra hours/stipends, curriculum, and materials. (LCFF Supplemental)	$41,140.58	Yes

Action #	Title	Description	Total Funds	Contributing
	Assistance and CA School Dashboard - Academics)			
1.2.c	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Academic mentoring, college and career counseling, and support for grades 6-8 for Efor English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$45,000.00	Yes
1.2.d	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged	College and Career Readiness for grades 6-8 such as providing resources and programs to prepare students and parents for college and career pathways, including financial education, classes, workshops, transportation, academic counselor preparedness, etc. for students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)			
1.2.e	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	Summer 6th Grade Connection Program stipends and materials to support incoming 6th graders with an emphasis in supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)	$15,000.00	No
1.2.f	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through	Provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and social emotional growth. There is no cost for this action. (California Department of Education)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
1.2.g	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	Middle School Counselors to implement counseling programs and services and collaborate with staff and families to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (4.0 FTE). (LCFF Supplemental).	$550,390.18	Yes

Action #	Title	Description	Total Funds	Contributing
1.2.h	MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Paraprofessional staff to support students in math intervention grades 6-8 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (1 per middle school, 2 FTE) (LCFF Supplemental)	$113,225.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

In the 2022-23 academic year, 11th-grade ELA CAASPP proficiency stood at 58.2%, with notably lower percentages for English Learners (EL) at 7.04%. Similarly, 11th-grade CAASPP performance in Math was 30.4%, with EL students showing the lowest proficiency at 1.41%. Students with disabilities (SWD), socioeconomically disadvantaged (SED), and homeless youth (HY) also demonstrated lower proficiency rates compared to the overall percentages in both subjects, highlighting the need for targeted support to address disparities in academic achievement among these student groups. For the Class of 2023, 55.1% of graduates successfully completed courses meeting UC/CSU a-g university entrance requirements, comprising 365 students. Notably, English Learners (EL) accounted for 17% of completions, Students with Disabilities (SWD) comprised 11.3%, Socioeconomically Disadvantaged (SED) represented 35.1%, and Homeless Youth (HY) constituted 32.7%. These percentages underscore the achievement gaps among student groups and emphasize the importance of equitable access to resources and support to ensure all students can pursue higher education opportunities. In the first semester of the Class of 2027, 70.6% of freshmen were on track, totaling 441 students, while 29.3% were off track, comprising 183 students. A significant portion, 53.2% or 332 students, were A-G eligible, and 33% or 206 students were deemed college-ready based on their progress. These statistics provide insights

into the initial academic trajectory of the freshman class, highlighting areas for targeted support and intervention to ensure continued success throughout their high school journey.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3.a	Pupil Achievement: High School Graduation Rates (Cohort/DataQuest)	Class of 2023 Overall: 92.8% / 616 students EL: 80.3% / 53 SWD: 78.5% / 62 SED: 86.5% / 262 HY: 81.3% / 52 Latino/Hispanic: 88.8% / 301	Class of 2024 Overall: 91.8% / 635 EL: 79.8% / 75 SWD: 76.3% / 74 SED: 87.6% / 289 HY: 91.7% / 77 Latino/Hispanic: 88.9% / 327	Class of 2025 Overall: 95.5% / 674 EL: 83.8% / 93 SWD: 87.9% / 80 SED: 91.1% / 318 HY: 79.8% / 71 Latino/Hispanic: 93.2% / 354	Graduation Rate Target: Overall: 95% EL: 95% SWD: 95% SED: 95% HY: 95% Latino/Hispanic: 95%	Class of 2025 Overall: +2.7% EL: +3.8% SWD: +9.4% SED: +4.6% HY: -1.5% Latino/Hispanic: +4.4%
1.3.b	Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (Cohort/DataQuest)	Class of 2023 Overall: 55.1% / 365 students EL: 17% / 9 SWD: 11.3% / 7 SED: 35.1% / 92 HY: 32.7% / 17 Latino/Hispanic: 39.5% / 119	Class of 2024 Overall: 50% / 317 EL: 9.3% / 7 SWD: 12.2% / 9 SED: 26.3% / 76 HY: 22.1% / 7 Latino/Hispanic: 32.4% / 106	Class of 2025 Overall: 55.6% / 375 EL: 19.4% / 18 SWD: 12.5% / 10 SED: 39.3% / 125 HY: 22.5% / 16 Latino/Hispanic: 39.8% / 141	Meeting UC/CSU a-g university entrance requirements: 65% EL: 35% SWD: 35% SED: 50% HY: 50% Latino/Hispanic: 55%	Class of 2025 Overall: +0.5% EL: +2.4% SWD: +1.2% SED: +4.2% HY: -10.2% Latino/Hispanic: +0.3%
1.3.c	Pupil Achievement: Graduates who have successfully completed	Class of 2023: 18.8% EL: 4.2% SED: 12.3%	Class of 2024: 19.2% EL: 3.1%	Class of 2025: 23.2% EL: 7.2%	Meeting requirements for UC/CSU a-g and	Class of 2025: +4.4% EL: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	both requirements for UC/CSU a-g and CTE pathway requirements (CA School Dashboard)	SWD: 0% Latino/Hispanic: 13.5%	SED: 10.1% SWD: 6.1% Latino/Hispanic: 13.7%	SED: 15.1% SWD: 2.1% Latino/Hispanic: 14.4%	CTE pathway requirements 25% EL: 20% SED: 20% SWD: 20% Latino/Hispanic: 25%	SED: +2.8% SWD: +2.1% Latino/Hispanic: +0.9%
1.3.d	Pupil Achievement: Graduates who have successfully completed a CTE pathway in high school (CALPADS)	Class of 2023: All: 281 students / 42% EL: 16 students SWD: 61 students HY: 15 students SED: 75 students Latino/Hispanic: 81 students	Class of 2024: All: 283 students / 44.5% EL: 11 students SWD: 28 students HY: 18 students SED: 81 students Latino/Hispanic: 134 students	Class of 2025: All: 294 students / 41.4% EL: 29 students SWD: 37 students HY: 20 students SED: 128 students Latino/Hispanic: 139 students	Target CTE Completers: All Students: 350 / 52% and a 10% increase across all student groups	Class of 2025: All: +13 students EL: +13 students SWD: -24 students HY: +5 students SED: +53 students Latino/Hispanic: +57 students
1.3.e	Pupil Achievement: Graduates who have successfully completed the requirements for a Seal of Biliteracy (DataQuest)	Class of 2023: 12.5%* EL: 3.8% SED: 8.4% *Internal calculation due to discrepancies in DataQuest	Class of 2024: 9.6% / 61 EL: 4% SED: 11.1%	Class of 2025: 11.9% / 80 EL: 14% SED: 15.7%	Completing the requirements for a Seal of Biliteracy inclusive of student groups: 25%	Class of 2025 -0.6% EL: +10.2% SED: +7.3%
1.3.f	Pupil Achievement: Graduates who have successfully completed the requirements for a Golden State Seal (DataQuest)	Class of 2023: 35.5%* *Internal calculation due to discrepancies in DataQuest	Class of 2024: 37.3%	Class of 2025: 35.5%	Completing the requirements for a Golden State Seal: 50%	Class of 2025: +0%
1.3.g	Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment	2023-24 CTE Enrollment: 1701 students / 65%	2024-25 CTE Enrollment: 2050 / 76%	2025-26 CTE Enrollment: 2154 / 84%	Continue to grow enrollment in CTE	2025-26 CTE Enrollment: +453 / +19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Aeries SIS; DataZone)	EL: 147 SWD: 254 SED: 161 AP Enrollment: 1203 students / 46% EL: 29 SWD: 21 SED: 64 Dual Enrollment: 154 students / 6% EL: 7 SWD: 16 SED: 12	EL: 213 SWD: 294 SED: 860 AP Enrollment: 1285 / 48% EL: 44 SWD: 31 SED: 210 Dual Enrollment: 551 / 20% EL: 17 SWD: 46 SED:96	EL: 224 SWD: 288 SED: 847 AP Enrollment: 1240 / 48.7% EL: 49 SWD: 36 SED: 334 Dual Enrollment: 601 / 24% EL: 73 SWD: 60 SED: 156	and advanced coursework CTE Enrollment: 2000 (update to 2250 for year 2) AP Enrollment: 1300 Dual Enrollment: 600 Increases in students overall including student groups will see at least a 5% increase in enrollment in these programs.	EL: +77 SWD: +34 SED: +686 AP Enrollment: +37 / +2.7% EL: +20 SWD: +15 SED: +270 Dual Enrollment: +447 / +18% EL: +66 SWD: +44 SED: +144
1.3.h	Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher (College Board)	2022-23 Students taking AP exams: 960 students Percent passed with a 3 or higher: 56.1% (all) EL Passed: 52.9% / 9 students SED Passed: 57.6% / 30 passed (adjustments made due to baseline data for EL and SED student	2023-24: Students taking AP exams: 1041 students Percent passed with a 3 or higher: 60.9% (all) EL Passed: 52.6% / 10 students SED Passed: 60% / 36	2024-25: Students taking AP exams: 989 students Percent passed with a 3 or higher: 69.3% (all) EL Passed: 54.5% / 6 students SED Passed: 58.1% / 13	Continue to grow enrollment in AP exam registration and AP exam pass rate Students taking AP exams: 1200 students Percent passed with a 3 or higher: 65% EL: 65% SED: 60%	2024-25: Students taking AP exams: +29 Percent passed with a 3 or higher: +13.2% EL Passed: +1.6% SED Passed: 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups due transfer error)				
1.3.i	Student Outcomes: 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 62.1% / 284 passed IM 1 with a C or better EL: 28.6% / 16 passed IM 1 with a C or better SED: 44.7% / 21 passed IM 1 with a C or better	2024-25 S1 Integrated Math I: 65% / 318 passed IM 1 with a C or better EL: 29% / 16 passed IM 1 with a C or better SED: 48% / 93 passed IM 1 with a C or better	2025-26 S1 Integrated Math I: 60% / 251 passed IM 1 with a C or better EL: 21% / 10 passed IM 1 with a C or better SED: 46% / 87 passed IM1 with a C or better	Integrated Math pass rate with a C or better: 85% EL: 60% SED: 70%	2025-26 S1 Integrated Math I: -2.1% passed IM 1 with a C or better EL: -7.6% SED: +1.3%
1.3.j	Student Outcomes: Freshman on Track On Track - passed all classes with a D or better Off Track - failed at least 1 class A-G Eligible - passed all classes with a C or better College Success - passed all classes with a B or better (Aeries SIS)	2023-24 Semester 1 (Class of 2027) On Track: 70.6% / 441 Off Track: 29.3% / 183 A-G Eligible: 53.2% / 332 College Success: 33% / 206	2024-25 Semester 1 (Class of 2028) On Track: 73.1% / 475 Off Track:26.9 % / 176 A-G Eligible: 54.6% / 348 College Success: 34% / 223	2025-26 Semester 1 (Class of 2029) On Track: 73.3% / 452 Off Track: 26.6% / 164 A-G Eligible: 54.6% / 336 College Success: 36.5% / 225	Freshman on Track On Track: 85% Off Track: 15% A-G Eligible: 70% College Success: 45%	2025-26 Semester 1 (Class of 2029) On Track: +2.7% Off Track: -2.7% A-G Eligible: +1.4% College Success: +3.5%
1.3.k	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grade 11 (CA School Dashboard)	2022-23 ELA - met/exceeded standards 11th Grade Overall: 58.2% EL: 7.04% EVER-EL: 38.69% SWD: 15.59%	2023-24 ELA - met/exceeded standards 11th Grade Overall: 51.99% EL: 9.68% EVER-EL: 36.79%	2024-25 ELA - met/exceeded standards 11th Grade Overall: 60.49% EL: 3.45% EVER-EL: 45.81%	ELA 11: 65% Math 11: 50% Including all student groups	2024-25 ELA - met/exceeded standards 11th Grade Overall: +2.29% EL: -3.59% EVER-EL: +7.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 36.75% HY: 40.81% Math - met/exceeded standards 11th Grade Overall: 30.4% EL: 1.41% EVER-EL: 16.89% SWD: 3.90% SED: 12.34% HY: 14.29%	SWD: 9.46% SED: 36.19% HY: N/A* Math - met/exceeded standards 11th Grade Overall: 30.29% EL: 0% EVER-EL: 17.17% SWD: 2.78% SED: 15.24% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	SWD: 14.29% SED: 43.62% HY: 37.50% Math - met/exceeded standards 11th Grade Overall: 32.36% EL: 1.56% EVER-EL: 20.09% SWD: 2.56% SED: 18.52% HY: 18.75%		SWD: -1.3% SED: +6.87% HY: -3.31% Math - met/exceeded standards 11th Grade Overall: +1.96% EL: +0.15% EVER-EL: +3.20% SWD: -1.34% SED: +6.18% HY: +4.46%
1.3.I	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 11 (CA School Dashboard)	2022-23 Science (CAST) - met/exceeded standards 11th Grade Overall: 40.25% EL: 1.39% EVER-EL: 22.47% SWD: 8.97% SED: 19.57% HY: 25.53% (adjustments made due to data reporting/transfer error)	2023-24 Science (CAST) - met/exceeded standards 11th Grade Overall: 37.94% EL: 0% EVER-EL: 24.12% SWD: 4.23% SED: 23.31% HY: N/A* *In order to protect student privacy, data is suppressed because fewer	2024-25 Science (CAST) - met/exceeded standards 11th Grade Overall: 42.13% EL: 3.33% EVER-EL: 29.78% SWD: 9.09% SED: 30.67% HY: 25.54%	Science 11: 55% Including all student groups	2024-25 Science (CAST) - met/exceeded standards 11th Grade Overall: +1.88% EL: +1.94% Ever-EL: +7.31% SWD: +0.12% SED: +11.1% HY:+0.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			than 11 students tested.			
1.3.m	Pupil Achievement: SAT ELA and Math Benchmarks	22-23 SAT ELA Benchmarks: District: 93% State: 80% 22-23 SAT Math Benchmarks District: 80% State: 64%	23-24 SAT ELA Benchmarks: District: 85% State: 73% 23-24 SAT Math Benchmarks District: 60% State: 56%	24-25 SAT ELA Benchmarks: District: 89% State: 76% 24-25 SAT Math Benchmarks District: 62% State: 57%	ELA: 95% Math: 90%	24-25 SAT ELA Benchmarks: District: -4% State: -4% 23-24 SAT Math Benchmarks District: -18% State: -7%
1.3.n	Pupil Achievement: Number of students in grades 10-12 who completed a CTE pathway during the school year	2022-23 299 students in grades 10-12	2023-24 470 students in grades 10-12	2024-25 429 students in grades 10-12	2025-26 450 students in grades 10-12 (Updated to 550 following year 1 outcomes)	2023-24 +130 students in grades 10-12

Goal Analysis [2025-26]

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.

During the 2025–26 academic year, Morgan Hill Unified School District (MHUSD) continued implementation of strategic actions aligned with LCAP Goal 1.3 to support student success during the transition from middle school to high school and promote college, career, and postsecondary readiness. District efforts prioritized equitable access to rigorous academic opportunities and targeted supports for historically underserved student groups, including English Learners (ELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.

Throughout the year, MHUSD focused on strengthening systems and supports designed to improve graduation outcomes, increase College and Career Readiness (CCR), and expand student participation in high-impact programs such as Career Technical Education (CTE), Advanced Placement (AP), and Dual Enrollment. District and site teams collaborated to enhance academic advising, inclusive instructional practices, student engagement, and progress monitoring systems while continuing to promote equitable access to pathways aligned with students' postsecondary goals and interests.

Successes
MHUSD achieved measurable progress under Goal 1.3 that significantly contributed to the gain in CCR metrics:

- CCR dashboard indicator improved from yellow (23-24) to green (24-25).
- Expansion of CTE courses and additional class sections.
- Significant enrollment growth in CTE programs, also reflected among EL, SWD, and SED student groups.
- Expansion of AP courses and enrollment growth, particularly among EL, SWD, and SED student groups.
- Significant growth in the number of students taking the AP exams and significant growth in the number of students passing AP exams
- Freshman On-Track indicators improved, suggesting increased academic stability and positive trends for future CCR outcomes.
- Participation in Dual Enrollment courses increased significantly from 604 students in 24-25 to 997 students in 25-26. An impressive 93% of students passed dual enrollment courses with a C or better.
- State Seal of Biliteracy award increased
- The district's robust credit recovery program continued to support students in regaining academic standing.
- Early pathway completion by underclassmen marked a positive shift toward long-term CTE participation and success.

The evaluation of progress toward this goal reveals a strong and consistent trajectory of student success, driven by targeted academic interventions and data-informed instruction. A closer analysis of the California Assessment of Student Performance and Progress (CAASPP) data for 11th graders highlights a highly encouraging positive trend across the district's high schools, showcasing significant year-over-year gains in both English Language Arts (ELA) and mathematics. These systemic improvements are further validated by the 2025 California School Dashboard performance metrics for the comprehensive high schools, which predominantly feature "blue" (highest) and "green" (high) performance indicators. These ratings reflect robust achievement and growth in English Learner (EL) progress, ELA, mathematics, and overall college and career readiness. The singular outlier in this dataset is a lone comprehensive high school that received a "yellow" (medium) indicator specifically in mathematics. The data demonstrates that the current instructional strategies are successfully narrowing achievement gaps and preparing the vast majority of students for post-secondary success.

MHUSD partnered with Hanover Research to design a comprehensive High School Career Exploration Survey tailored for students in grades 9 through 12. This survey, integrated into a broader multi-metric data review, is strategically designed to gather deep insights into students' career interests, their current exposure to career-related learning opportunities, and their perceptions of what types of future programming would hold the highest value. District leadership will actively leverage this dataset, along with other data, to review existing Career Technical Education (CTE) programs. These data will serve as a roadmap to plan, refine, and expand additional career pathways or specialized courses that directly align with student aspirations and regional workforce demands.

This year, the district strengthened the AVID program by providing site leads with dedicated professional development and planning time, establishing formal AVID site teams, fostering deeper collaboration between middle and high school programs, and expanding the breadth of AVID-centered activities available to students.

Implementation Challenges and Adjustments
Several implementation challenges impacted the pacing of actions under Goal 1.3:
Mathematics continues to be an area of focus for the district across all grade levels. This year, the district offered three days of math professional development specifically for high school staff. One of the challenges is the availability of substitutes in order to provide large-scale professional development opportunities. Another challenge is fostering essential educator growth while simultaneously minimizing the loss of direct, consistent teacher-student instructional time

State Seal of Civic Engagement: As scheduled, the district finalized the research and planning phase of this new recognition. Recognition will begin districtwide during the 26-27 school year.

Despite these challenges, MHUSD stayed focused on the core intent of Goal 1.3, ensuring students stay on track for graduation and have access to meaningful, future-ready learning pathways. Lessons learned during the 2025-26 cycle will inform the refinement of actions, resource distribution, and stakeholder engagement efforts in the upcoming year.

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

1.3.a Lower than planned due to lower substitute coverage costs for professional development and field trips due to lower usage than previous years.
1.3.b Lower than planned due to lower than anticipated Advanced Placement program expenditures.
1.3.d No expenditures within LCFF. Expenditures were supported through grant funding instead of the originally budgeted funds.
1.3.e No expenditures within LCFF. Expenditures were supported through grant funding instead of the originally budgeted funds.
1.3.f Lower than planned due to lower than anticipated AVID participation and three unused stipends.
1.3.i Lower than planned due to fewer professional development opportunities provided for academic counselors than originally projected.
1.3.k No expenditures within LCFF. Expenditures were supported through grant funding instead of the originally budgeted funds.
1.3.m Higher than planned due to higher than anticipated salary costs for the academic counselor position.
1.3.n No expenditures within LCFF. Extra hours were not needed. CDE provided the resource at no cost to the district.
1.3.o No expenditures within LCFF. The work was completed without need for a compensated committee. Educational partners were included in the development and feedback process.
1.3.q Expenditures were lower than planned. Expenditures were supported through CCAP funding.

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

1.3.a - The district effectively implemented CTE professional development, as evidenced by program growth. Grant funds, PLT, and internal collaboration time were used instead of release time with substitute costs.
1.3.b - The district effectively implemented AP Capstone action as evidenced in program growth and increased enrollment of underrepresented students
1.3.c - The district effectively implemented its partnership with Equal Opportunity School, as evident in program growth and increased enrollment of underrepresented students in honors, AP courses, and other programs
1.3.d - The district effectively implemented the Freshman on Track program. Freshman on Track staff meetings occur monthly, along with Freshman Recognition assemblies. In addition, specific freshman activities occur throughout the school year.
1.3.e - The district effectively implemented this action. There is a Freshmen On-Track Coordinator at each comprehensive high school.
1.3.f - The district effectively implemented the AVID program by executing AVID site contracts for each comprehensive high school and hiring 2 AVID site leads, one for each comprehensive high school. The AVID Site Leads oversee their site’s AVID Site Team and participate in the District AVID Team's monthly meetings.

1.3.g - The district effectively implemented credit recovery licenses to support student needs. Credit Recovery was offered to all high school students during the school day, after school, and during Summer School.
1.3.h - The district effectively implemented the CalSOAP counselor staffing model. Three Cal-SOAP counselors were hired. One Cal-SOAP counselor for each high school.
1.3. i - The district effectively implemented counselor professional development as evidenced by monthly counselor meetings, counselor-designated planning/collaboration days (4 days), and attendance at various workshops, including FAFSA, course review workshop, and UC A-G alignment.
1.3.j - This action was not implemented because a no-cost option for National Clearinghouse data was not available to the district.
1.3.k - The district effectively implemented the 9th summer connection program. Summer workshops across all high schools for incoming 9th grade students were held during.
1.3.l - The district effectively implemented a robust and growing Career and Technical Education (CTE) program, as evidenced by the growth in enrollment and outcome metrics.
1.3.m - The district effectively implemented the Central High School counselor staffing model; a full-time counselor has been on staff since the beginning of the year.
1.3.n - The district effectively implemented the State Seal of Biliteracy as evident in growing seal earners. District data is listed in the metric section.
1.3.o - The district effectively completed the research and planning for the implementation of the State Seal of Civic Engagement. The Seal of Civic Engagement will be offered to students during the 26-27 school year.
1.3.p - The district effectively implemented College Visitations for underrepresented students as planned, with trips to SJSU and Gavilan colleges.
1.3.q - The district effectively implemented the Dual Enrollment program, as evidenced by the growth in dual enrollment from 604 students in the 2024-25 school year to 997 students during the 2025-26 school year.

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.

Based on reflection on prior practice, analysis of student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, actions, or action language for Goal 1.3, High School Academics. The district will continue implementation of the existing actions and metrics as written.

Reflections on prior implementation informed refinements to how the existing actions will be implemented across high school sites to strengthen coherence, consistency, and effectiveness. Implementation refinements include a stronger focus on equitable access to college and career pathways, inclusive instructional practices, postsecondary readiness, and alignment among curriculum, intervention, assessment, and MTSS systems. The district will also continue strengthening Career Technical Education pathways, dual enrollment opportunities, transition and bridge programs, and supports for multilingual learners and students with disabilities while refining inclusive teaching practices to support both access and academic rigor.

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
1.3.a	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Professional development, release time, extra hours, curriculum, and materials for CTE programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$63,000.00	Yes
1.3.b	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Professional development, release time, extra hours, curriculum, and materials for AP Capstone for students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth. (LCFF Supplemental)	$12,000.00	Yes
1.3.c	Equal Opportunity Schools (EOS) - Provide students	Professional development, extra hours, curriculum, and materials for implementing partnership with Equal Opportunity Schools (EOS). For English Learners, Foster Youth, and Socioeconomically Disadvantaged	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)	students. EOS provides high schools with actionable data on AP/Dual Enrollment and student perception survey data on access and equity. (LCFF Supplemental)		
1.3.d	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted	Freshman on Track Success Program (e.g., materials, supplies, extra hours, stipends, materials and supplies for summer connection program, etc) for English Learners, Socioeconomically Disadvantaged, and Foster Youth. (CYBH Grant and LCFF Supplemental)	$20,882.33	Yes

Action #	Title	Description	Total Funds	Contributing
	interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)			
1.3.e	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)	Provide freshmen success goals, student connections, designs, implements, and leads student success programs, establishes benchmarks in collaboration with the success team to monitor progress and more at Live Oak and Sobrato High School with a focus on EL, FY, SED (2.0 FTE). (CYBH Grant)	$132,634.00	No
1.3.f	AVID - Provide students with preparation for college and career success by teaching	AVID (Advance Via Individual Determination) elective course offering in the high school grades (9th-12th) to support students identified as English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. Includes professional development, release time, extra hours/stipends, curriculum, and materials. (LCFF Supplemental)	$26,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
	skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)			
1.3.g	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school,	Support credit recovery for grades 9-12 and A-G eligibility for students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth (e.g., CyberHigh, Edmentum, etc). (LCFF Supplemental)	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)			
1.3.h	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Academic mentoring, college and career counseling, college application support, financial education for students and parents for grades 9-12 for students identified as English Learners, Foster Youth and Socioeconomically Disadvantaged. (LCFF Supplemental)	$87,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3.i	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	Provide professional development for academic counselors to support college and career readiness including transcript review, financial aid workshops, course articulation to college, dual enrollment, etc. for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$5,000.00	Yes
1.3.j	Action Discontinued 2025-26. Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically	This action is discontinued for the 2025-26 school year. Post-secondary student enrollment tracking and data support, including 4-year enrollment, 2-year enrollment, and retention rates post-secondary for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(e.g., National Student Clearinghouse Research Center). (LCFF Supplemental)	$0.00	

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
1.3.k	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	9th Grade Summer Connection Program - stipends and materials to support incoming 9th graders with an emphasis on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (ELOP Funding)	$15,000.00	No
1.3.l	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries	CTE program budget: staffing, certifications, Job Shadows, and FFA and Skills USA to support English Learner, Foster Youth, and Socioeconomically Disadvantaged students in CTE participation and achievement. Curriculum and professional development, books, supplies, release time for PD and collaboration. (CTEIG, Perkins, AIG, LCFF Base)	$2,266,797.00	No

Action #	Title	Description	Total Funds	Contributing
	through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.			
1.3.m	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	Academic Counselor for Central High to increase graduation rates and prepare students for college and career. (LCFF Base Funding)	$191,987.74	No
1.3.n	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career	Curriculum, materials, and supplies to implement and support the Seal of Biliteracy for English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and College Readiness)			
1.3.o	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Stipends, curriculum, materials, and supplies to implement the Seal of Civic Engagement for students identified as English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)	$4,000.00	Yes
1.3.p	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university	Provide an opportunity for 12th-grade English Learners, Foster Youth, and Socioeconomically Disadvantaged students to visit a local college and engage in a facilitated process to apply to the school, learn about academic and career pathways and financial aid, and meet with college academic counselors. (LCFF Supplemental)	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
1.3.q	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard -	Provide students with the unique opportunity to take community college classes while still in high school on the high school campus with a focus on underrepresented student groups (CCAP Funding)	$122,896.60	No

Action #	Title	Description	Total Funds	Contributing
	College and Career Readiness)			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4.a	Pupil Achievement: English Learner High School Graduation Rates (Cohort/DataQuest)	Class of 2023 EL Graduates: 80.3% / 53 LTEL: 19 students	Class of 2024 EL Graduates: 79.8% / 75 LTEL: 29 students	Class of 2025 EL Graduates: 83.8% / 93 LTEL: 20 students	Class of 2025-26 EL Graduates 90% LTEL: 8 students	Class of 2025 EL Graduates: +3.8% LTEL: +1 student
1.4.b	Pupil Achievement: English Learner graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (DataQuest)	Class of 2023 EL/LTEL completing UC a-g requirements: 17% / 9 students	Class of 2024 EL/LTEL completing UC a-g requirements: 9.3% / 7 students	Class of 2025 EL/LTEL completing UC a-g requirements: 16.2% / 18 students	Class of 2025-26 35% of EL students will have completed courses that satisfy entry for UC and CSU entry	Class of 2025 EL/LTEL completing UC a-g requirements: -0.8%
1.4.c	Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator (CA School Dashboard)	2022-23 43.3%	2023-24 45.2%	2024-25 48.5%	2025-26 55%	2024-25 +5.2%
1.4.d	Pupil Achievement: English Learners in Grades K to 8 Scoring at Grade Level or Above (iReady Reading)	2023-24 Diagnostic #3 K: 50% / 50 students 1: 23% / 26 2: 16% / 18 3: 30% / 35 4: 13% / 17 5: 5% / 5 6: 7% / 7	2024-25 Diagnostic #3 K: 46% / 51 students 1: 24% / 25 2: 35% / 39 3: 20% / 20 4: 11% / 12	2025-26 Diagnostic #3 K: 52% / 34 students 1: 35% / 32 2: 29% / 27 3: 28% / 21 4: 11% / 3	2026-27 Diagnostic #3 The long-term goal is that 100% of students for all grade levels and student groups will	2025-26 Diagnostic #3 K: +2% 1: +12% 2: +13% 3: -2% 4: -2% 5: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7: 4% / 3 8: 5% / 3	5: 7% / 7 6: 10% / 8 7: 15% / 11 8: 26% / 20	5: 7% / 2 6: 9% / 2 7: 0% / 0 8: 0% / 0	perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. K: 100% 1: 83% 2: 76% 3: 90% 4: 73% 5: 65% 6: 67% 7: 64% 8: 65%	6: +2% 7: -4% 8: -5%
1.4.e	Pupil Achievement: English Learners in Grades K to 8 Scoring at Grade Level or Above (iReady Math)	2023-24 Diagnostic #3 K: 37% / 33 students 1: 23% / 25 2: 12% / 14 3: 27% / 31 4: 20% / 26 5: 13% / 13 6: 10% / 10 7: 7% / 7 8: 5% / 3	2024-25 Diagnostic #3 K: 45% / 50 students 1: 19% / 20 2: 30% / 32 3: 18% / 18 4: 20% / 22 5: 11% / 12 6: 5% / 4 7: 4% / 3 8: 17% / 14	2025-26 Diagnostic #3 K: 36% / 23 students 1: 25% / 20 2: 10% / 6 3: 22% / 17 4: 10% / 2 5: 11% / 6 6: 13% / 1 7: 0% / 0 8: No data available	2026-27 Diagnostic #3 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will	2025-26 Diagnostic #3 K: -1% 1: +2% 2: -2% 3: -5% 4: -10% 5: -2% 6: +3% 7:- 7% 8: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					increase by 20% annually. K: 97% 1: 83% 2: 72% 3: 87% 4: 80% 5: 73% 6: 70% 7: 67% 8: 65%	
1.4.f	Implementation of State Standards: Schools follow protocols for regularly reviewing disaggregated student data and addressing English Learner student progress Scale: 5: Full Implementation and Sustainability 4: Full Implementation 3: Initial Implementation 2: Beginning Development 1: Exploration and research phase	2023-24 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 4	2024-25 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 4	2025-26 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 4	2026-27 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 5	2025-26 Local Indicator Priority 2 rating ELD: Maintained
1.4.g	Student Outcomes: English Learners Enrolled in an AP, CTE, and Dual Enrollment class	2023-24 EL AP Enrollment: 29 EL CTE Enrollment: 147 EL Dual Enrollment: 7	2024-25 EL AP Enrollment: 44 EL CTE Enrollment: 277	2025-26 EL AP Enrollment: 49 EL CTE Enrollment: 224	2026-27 AP Enrollment: 60 CTE Enrollment: 275	2025-26 EL AP Enrollment: +20 EL CTE Enrollment: +77

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL Dual Enrollment: 16	EL Dual Enrollment: 73	Dual Enrollment: 30	EL Dual Enrollment: +66
1.4.h	Pupil Achievement: English Learner Students Successfully Completing CTE Pathways	Class of 2023: 15 students	Class of 2024: 11 students	Class of 2025: 29 students	Class of 2026 45 students	Class of 2025: +14 students
1.4.i	Percentage of EL 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 28.6% / 16 passed IM 1 with a C or better	2024-25 S1 Integrated Math I: 29% / 18 passed IM 1 with a C or better	2025-26 S1 Integrated Math I: 17.6% / 9 passed IM 1 with a C or better	2026-27 S1 Integrated Math I: 60% will pass IM 1 with a C or better	2025-26 S1 Integrated Math I: -11% passed IM 1 with a C or better
1.4.j	Student Outcomes: Number of Long-Term English Learners (LTEL)	2023-24 455 students district-wide	2024-25 286 students district-wide	2025-26 188 students district-wide	2026-27 300 students district-wide	2025-26 -267 students district-wide
1.4.k	Student Engagement: Attendance Rate for English Learners	2023-24 Attendance Rate (as of May 2024): 92.1%	2023-24 Attendance Rate (as of May 2025): 91%	2025-26 Attendance Rate (as of May 2026): 92.2%	Target Attendance Rate for EL students: 95%	2025-26 Attendance Rate (as of May 2025): +0.1%
1.4.l	Student Engagement: English Learner Suspension Rates (CA School Dashboard)	2023 CA Dashboard 8.1% suspended for at least one day	2024 CA Dashboard 7.2% suspended for at least one day	2025 CA Dashboard 4.6% suspended for at least one day	2026 CA Dashboard Less than 3% suspended for at least one day	2025 CA Dashboard -3.5% suspended for at least one day
1.4.m	Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level (CA School Dashboard)	2022-23 ELA - met/exceeded standards Grade 3 EL Overall: 9.45% Newcomer: No data available* LTEL: No data available* Ever-EL: 15.03%	2023-24 ELA - met/exceeded standards Grade 3 EL Overall: 9.18% Newcomer: No data available* LTEL: No data available* Ever-EL: 15.04%	2024-25 ELA - met/exceeded standards Grade 3 EL Overall: 9.68% Newcomer: LTEL: No data available* Ever-EL: 17.59%	2025-26 ELA - met/exceeded standards 3: 45% 4: 50% 5: 60% 6: 50% 7: 55% 8: 55% 11: 65%	2024-25 ELA - met/exceeded standards Grade 3 EL Overall: +0.23% Newcomer: No data available* LTEL: No data available*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 EL Overall: 17.11% Newcomer: No data available* LTEL: No data available* Ever-EL: 27.39% Grade 5 EL Overall: 14.03% Newcomer: No data available* LTEL: No data available* Ever-EL: 34.62% Grade 6 EL Overall: 3.41% Newcomer: No data available* LTEL: 4.44% Ever-EL: 19.05% Grade 7 EL Overall: 4.04% Newcomer: No data available* LTEL: 0.00% Ever-EL: 25.82% Grade 8 EL Overall: 3.41% Newcomer: No data available* LTEL: 2.13% Ever-EL: 26.37%	Grade 4 EL Overall: 11.97% Newcomer: No data available* LTEL: No data available* Ever-EL: 20.98% Grade 5 EL Overall: 6.02% Newcomer: No data available* LTEL: No data available* Ever-EL: 26.17% Grade 6 EL Overall: 7.78% Newcomer: No data available* LTEL: 2.86% Ever-EL: 28.34% Grade 7 EL Overall: 1.22% Newcomer: No data available* LTEL: 0.00% Ever-EL: 25.27% Grade 8 EL Overall: 3.03% Newcomer: No data available* LTEL: 2.63%	Grade 4 EL Overall: 10.47% Newcomer: No data available* LTEL: No data available* Ever-EL: 21.02% Grade 5 EL Overall: 8.57% Newcomer: No data available* LTEL: No data available* Ever-EL: 27.16% Grade 6 EL Overall: 5.27% Newcomer: No data available* LTEL: 6.45% Ever-EL: 23.29% Grade 7 EL Overall: 14.49% Newcomer: No data available* LTEL: 12.82% Ever-EL: 39.31% Grade 8 EL Overall: 7.14% Newcomer: No data available* LTEL: 4.17%	Including all student groups and dually identified students	Ever-EL: +2.56% Grade 4 EL Overall: -6.64% Newcomer: No data available* LTEL: No data available* Ever-EL: -6.37% Grade 5 EL Overall: -5.46% Newcomer: No data available* LTEL: No data available* Ever-EL: -7.46% Grade 6 EL Overall: +1.86% Newcomer: No data available* LTEL: +1.9% Ever-EL: +4.24% Grade 7 EL Overall: +10.45% Newcomer: No data available* LTEL: +12.82% Ever-EL: +13.49% Grade 8 EL Overall: +3.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: EL Overall: 6.76% Newcomer: No data available* LTEL: 4.00% Ever-EL: 38.69% SWD/EL: 3.5% SWD/FY: No data available* SWD/SED: 4% *In order to protect student privacy, data is suppressed because fewer than 11 students tested. (adjustments made to baseline data due to reporting/transfer error)	Ever-EL: 36.45% Grade 11: EL Overall: 9.68% Newcomer: 0.00% LTEL: 7.55% Ever-EL: 36.79% SWD/EL: 1% SWD/FY: No data available* SWD/SED: 4.17% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	Ever-EL: 31.52% Grade 11: EL Overall: 3.17% Newcomer: No data available* LTEL: 0.00% Ever-EL: 45.81% SWD/EL: 1% SWD/FY: No data available* SWD/SED: 2.78% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.		Newcomer: No data available* LTEL: +2.04% Ever-EL: 5.15% Grade 11: EL Overall: -3.39% Newcomer: No data available* LTEL:-4% Ever-EL: 7.12% SWD/EL: -2.5% SWD/FY: No data available* SWD/SED: -1.22% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.4.n	Pupil Achievement: Statewide Assessment SBAC for English Learners in Math by Grade Level (CA School Dashboard)	2022-23 Math - met/exceeded standards Grade 3 EL Overall: 13.38% Newcomer: No data available* LTEL: No data available* Ever-EL: 20.26% Grade 4 EL Overall: 16.07%	2023-24 Math - met/exceeded standards Grade 3 EL Overall: 19.46% Newcomer: No data available* LTEL: No data available* Ever-EL: 23.88%	2024-25 Math - met/exceeded standards Grade 3 EL Overall: 16.13% Newcomer: No data available* LTEL: No data available* Ever-EL: 22.12%	2025-26 Math - met/exceeded standards 3: 50% 4: 50% 5: 40% 6: 50% 7: 50% 8: 50% 11: 50% Including all student groups	2024-25 Math - met/exceeded standards Grade 3 EL Overall: +2.75% Newcomer: No data available* LTEL: No data available* Ever-EL: +1.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Newcomer: No data available* LTEL: No data available* Ever-EL: 25.17% Grade 5 EL Overall: 7.90% Newcomer: No data available* LTEL: No data available* Ever-EL: 19.33% Grade 6 EL Overall: 2.27% Newcomer: No data available* LTEL: 2.33% Ever-EL: 16.87% Grade 7 EL Overall: 5.04% Newcomer: No data available* LTEL: 4.35% Ever-EL: 18.48% Grade 8 EL Overall: 1.16% Newcomer: No data available* LTEL: 0% Ever-EL: 18.69% Grade 11: EL Overall: 1.35%	Grade 4 EL Overall: 12.00% Newcomer: No data available* LTEL: No data available* Ever-EL: 22.42% Grade 5 EL Overall: 3.16% Newcomer: 0.00% LTEL: No data available* Ever-EL: 17.42% Grade 6 EL Overall: 5.38% Newcomer: No data available* LTEL: 0.00% Ever-EL: 17.87% Grade 7 EL Overall: 2.20% Newcomer: No data available* LTEL: 2.22% Ever-EL: 22.70% Grade 8 EL Overall: 2.86% Newcomer: No data available* LTEL: 0.00% Ever-EL: 18.62%	Grade 4 EL Overall: 9.52% Newcomer: No data available* LTEL: No data available* Ever-EL: 17.86% Grade 5 EL Overall: 3.81% Newcomer: No data available* LTEL: No data available* Ever-EL: 13.49% Grade 6 EL Overall: 2.63% Newcomer: No data available* LTEL: 9.68% Ever-EL: 16.44% Grade 7 EL Overall: 4.47% Newcomer: No data available* LTEL: 2.63% Ever-EL: 23.86% Grade 8 EL Overall: 2.70% Newcomer: No data available* LTEL: 0.00% Ever-EL: 26.21%		Grade 4 EL Overall: -6.55% Newcomer: No data available* LTEL: No data available* Ever-EL: +7.31% Grade 5 EL Overall: -4.09% Newcomer: No data available* LTEL: No data available* Ever-EL: -5.84% Grade 6 EL Overall: +0.36% Newcomer: No data available* LTEL: +7.35% Ever-EL: -0.43% Grade 7 EL Overall: -0.57% Newcomer: No data available* LTEL: -1.72% Ever-EL: +5.38% Grade 8 EL Overall: +1.54% Newcomer: No data available* LTEL: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Newcomer: No data available* LTEL: 0% Ever-EL: 16.89% *In order to protect student privacy, data is suppressed because fewer than 11 students tested. (adjustments made to baseline data due to reporting/transfer error)	Grade 11: EL Overall: 0.00% Newcomer: 0.00% LTEL: 0.00% Ever-EL: 17.17% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	Grade 11: EL Overall: 1.56% Newcomer: No data available* LTEL: 0.00% Ever-EL: 20.09% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.		Ever-EL: 7.52% Grade 11: EL Overall: 0.21% Newcomer: No data available* LTEL: +0% Ever-EL: +36.98% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.4.o	Pupil Achievement: NWEA MAP 9-11 EL Reading and Math Avg RIT Scores by Grade Level (Metric retired during Year 1 due to programmatic changes)	2023-24 EL Reading Winter Avg RIT Scores 9: 200 10: 205 11: 206 2023-24 EL Math Winter Avg RIT Scores 9: 212 10: 214 11: 214	N/A	N/A	Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math 9: 228.67 10: 231.21 11: 233.49	N/A
1.4.p	Student Outcomes: Student EL Reclassification Rates	2023-24 Percentage of EL Students Reclassified: 13.4% / 196	2024-25 Percentage of EL Students Reclassified: 13.8% / 163	2025-26 Percentage of EL Students Reclassified: 14.5% / 175	2025-26 Maintain at 10% or greater	2025-26 Percentage of EL Students Reclassified: +1.1%
1.4.q	Pupil Achievement: English Learners in Grades 9-12 Scoring at Grade Level or Above (iReady Reading)	2024-25 Reading Diagnostic #2 EL Students 9: 10% / 5 students 10: 7% / 5 11: 7% / 4	Baseline was added during Year 1	2025-26 Reading Diagnostic #2 EL Students 9: 3% / 2 students 10: 2% / 1 11: 4% / 2	2026-27 Diagnostic #2 The long-term goal is that 100% of students for all	2025-26 9: -7% 10: -5% 11: -3% 12: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12: 6% / 2		12: 9% / 4	grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. 9: 50% 10: 47% 11: 47% 12: 46%	
1.4.r	Pupil Achievement: English Learners in Grades 9-12 Scoring at Grade Level or Above (iReady Math)	2024-25 Math Diagnostic #2 EL Students 9: 16% / 8 students 10: 6% / 3 11: 5% / 2 12: 11% / 3	Baseline was added during Year 1	2025-26 Math Diagnostic #2 EL Students 9: 7% / 4 students 10: 0% / 0 11: 2% / 1 12: 5% / 2	2026-27 Diagnostic #2 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually.	2025-26 9: -9% 10: -6% 11: -3% 12: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					9: 66% 10: 46% 11: 46% 12: 51%	

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 1.4 to strengthen outcomes for English Learners (ELs) through instructional supports, compliance systems, and program development. With the onboarding of a new district ELD Teacher on Special Assignment (TOSA), the district was able to restore centralized coordination of English Learner supports and expand implementation efforts across sites. District and site teams collaborated to strengthen instructional practices, professional learning, compliance systems, and progress monitoring processes aligned to state requirements and district priorities focused on multilingual learners.

Throughout the year, MHUSD focused on strengthening coherence and consistency in English Learner programming while supporting site-based implementation of designated and integrated ELD practices. Efforts emphasized instructional engagement, structured academic discourse, language development supports, progress monitoring, and increased access to rigorous academic opportunities for English Learners across grade spans.

Successes

MHUSD achieved several notable accomplishments under Goal 1.4:

- Successfully trained test examiners and administered both the Initial and Summative ELPAC, including continued implementation of the Alternate Summative ELPAC for students with significant disabilities.
- Expanded districtwide professional learning and instructional support related to designated and integrated ELD practices, including support for structured student discourse, language objectives, and instructional scaffolds.
- Continued development and refinement of local assessment and monitoring systems to support English Learner progress monitoring and reclassification decision-making.
- Recognized students who were reclassified as fluent English proficient through a districtwide celebration honoring their achievement and academic progress.
- Expanded use of Ellevation to strengthen annual monitoring of reclassified students and improve site-level access to English Learner data, instructional resources, and progress monitoring tools.
- Continued refinement of internal reclassification criteria and processes to align with updated assessment information and program expectations.
- Expanded implementation of leveled designated ELD courses at the secondary level and continued development of targeted supports for newcomers and long-term English Learners.

- Increased collaboration between district departments, site administrators, ELFs, and instructional leaders to strengthen alignment between English Learner supports, MTSS systems, and instructional priorities.
- Continued efforts to increase English Learner participation in Career Technical Education (CTE), Dual Enrollment, and other rigorous academic opportunities.
- Advanced planning related to supplemental instructional resources and professional learning to strengthen integrated ELD supports within elementary classrooms.
- The comprehensive evaluation of progress toward this goal reveals a strong, consistent upward trajectory in student success, primarily driven by the systemic implementation of targeted academic interventions and robust, data-informed instructional practices. A closer analysis of the California Assessment of Student Performance and Progress (CAASPP) English Learner Performance Indicator highlights a significant milestone: English Learners successfully moved from the "Yellow" performance tier on the 2024 California School Dashboard to the "Green" performance tier in 2025. This measurable advancement reflects the efficacy of our structured English Language Development (ELD) frameworks, professional development focused on high-leverage integrated ELD strategies, and the consistent use of formative assessments to drive real-time classroom adjustments.

These accomplishments reflect continued progress toward building a more coherent, inclusive, data-informed, and responsive system of support for English Learners across the district.

Implementation Challenges and Adjustments
Several operational and implementation challenges affected progress during the school year:

- Scheduling and participation: Competing initiatives, site responsibilities, and limited substitute availability continued to impact opportunities for staff release and participation in professional learning during the instructional day.
- Variability in implementation: Site-level implementation of integrated and designated ELD practices varied based on staffing, site capacity, and competing instructional priorities.
- Staffing and capacity: While district-level support increased with the addition of the ELD TOSA, ongoing demands related to compliance, assessment coordination, instructional coaching, and program development required prioritization of support across sites and grade spans.
- Resource implementation: Continued work was needed to strengthen consistency in the use of instructional resources, language supports, and progress monitoring practices across classrooms and schools.
- Data systems and progress monitoring: The district continued refining systems and processes to improve consistent use of English Learner data to inform instruction, intervention, and student support planning.

Looking ahead, MHUSD will continue to strengthen the implementation of Goal 1.4 through expanded professional learning, instructional coaching, and alignment of English Learner supports with broader district initiatives related to curriculum, instruction, assessment, MTSS, and student engagement. Continued collaboration between district departments, site leadership teams, and instructional staff will support more consistent implementation of effective practices designed to improve outcomes for multilingual learners across the district.

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

1.4.b Lower than planned due to lower than anticipated costs associated with ELPAC implementation and staffing.
1.4.c Lower than planned due to lower statutory benefit costs than originally projected.
1.4.d Lower than planned due to lower than anticipated costs for the Constructing Meaning contract and fewer substitutes needed for professional learning implementation.
1.4.f Lower than planned due to lower statutory benefit costs than originally projected.
1.4.g Cost of training was lower than expected due to a high number of returning proctors.
1.4.h LCFF Supplemental funds were not used as planned. Cost of professional development was supported through grant funding instead of the originally budgeted funds.
Lower than planned because expenditures were supported through an alternate funding source instead of the originally budgeted funds.
1.4.k Lower than planned because the work was completed internally, eliminating the need for an external contract.

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

1.4.a The district effectively implemented the ELD TOSA position
1.4.b The district implemented the program effectively, and 52 ELPAC test examiners were trained, certified, and successfully conducted the ELPAC exam.
1.4.c The district implemented this effectively; each site had a stipended EL Facilitator who attended monthly meetings and provided oversight for ELD programs and processes on their respective sites.
1.4.d The district partially implemented effective professional development; however, the frequency and depth were limited.
1.4.e The district implemented effectively and held a successful recognition ceremony for 162 reclassified students.
1.4.f The district partially implemented effectively, Constructing Meaning leads were staffed at 3 of 5 secondary sites due to a lack of volunteer staff at all sites.
1.4.g The district implemented effectively by recruiting and staffing additional ELPAC test examiners to assist at high-need schools, and the ELPAC was administered successfully.
1.4.h The district effectively implemented ELD professional development for secondary education.
1.4. i The district implemented the program effectively and executed its contract with Ellevation, an online platform used to monitor the progress of English Learners.
1.4.j The district effectively implemented professional development outlined across related actions, embedding supports for English Learners with a focus on improving oracy in mathematics for TK–3 students.
1.4.k The district implemented effectively by beginning a review of instructional courses, including UC-approved course outlines, as well as recruiting task force members for the creation and adoption of ELD/LTEL courses.

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.

Based on reflection on prior practice, analysis of student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, actions, or action language for Goal 1.4, Supporting English Learners. The district will continue implementation of the existing actions and metrics as written.

Reflections on prior implementation informed refinements to the implementation of existing actions across sites to strengthen coherence, consistency, and effectiveness. Implementation refinements include a stronger focus on rigorous and inclusive instruction for English Learners, alignment among curriculum, interventions, assessments, and designated and integrated ELD systems, and improved communication with families regarding available supports and services for multilingual learners. The district will also continue to strengthen implementation of Constructing Meaning strategies, multilingual learner supports across grade spans, and access to rigorous coursework and intervention opportunities, while increasing efforts to communicate how English Learner services, counseling, PBIS, and academic supports are designed to support student success.

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
1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	English Language Development Teacher on Special Assignment to support mathematics English Language Development instruction, provide instructional coaching, and lead district-level professional development to improve outcomes for English Learners. (LCFF Supplemental)	$166,474.78	Yes
1.4.b	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	Temporary staffing to operate as English Language Proficiency Assessment for California (ELPAC) Testing Administrators to assist schools who have high populations of English Learners with ELPAC testing to improve outcomes for English Learners. (LCFF Base)	$24,525.00	No

Action #	Title	Description	Total Funds	Contributing
1.4.c	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Stipends for English Learner Facilitators at each site are prorated to match the student population. English Learner Facilitators perform duties such as professional development and instructional support for English Learners, including Long-Term English Learners, to improve outcomes for English Learners. (LCFF Supplemental)	$39,154.35	Yes
1.4.d	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, substitute release days to cover professional development related to meeting the language development needs of English Learners, including Long-Term English Learners, and teacher training in English Language Development and implementation of the English Learner Plan for Student Success to improve outcomes for English Learners. (LCFF Supplemental)	$5,000.00	Yes
1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	Materials for annual Multilingual Achievement Ceremony such as balloons, invitation printing, decorations to improve outcomes for English Learner. (LCFF Supplemental)	$2,000.00	Yes
1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Stipends for Constructing Meaning leads at four secondary sites to support the implementation of Constructing Meaning strategies in instruction, instructional support, and training for integrated English Language Development (ELD) to improve outcomes for English Learners, including Long-Term English Learners. (LCFF Supplemental)	$15,661.75	Yes
1.4.g	English Language Proficiency Assessment for California (ELPAC) Testing to improve	Funds for substitute release days for ELPAC testing and ELPAC training for new testing administrators inclusive of the Alternate ELPAC to improve outcomes for English Learners. (LCFF Base)	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
	outcomes for English Learners.			
1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, materials, and release time for teacher training on secondary ELD curriculum to improve outcomes for English Learners. (LCFF Supplemental)	$100,312.00	Yes
1.4.i	English Learner-Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Ensure all English Learners are supported through high-quality English Language Development programs. Data analysis of English Learner progress to determine the student needs and improve outcomes. (e.g., ELLevation). (Title III & LCFF Supplemental)	$44,050.00	Yes
1.4.j	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, release time, extra hours, materials, and travel expenses for enhancing English language instruction in grades TK-3 to improve outcomes for English Learners.(e.g., New Teacher Center, etc.). (New Teacher Center)	$0.00	Yes
1.4.k	Long Term English Learner (LTEL)-Development of LTEL courses and supplemental materials to improve outcomes for English Learners.	Release time, extra hours, materials for the development of secondary Long-Term English Learner courses, and adoption of supplementary materials to improve outcomes for English Learners. (LCFF Supplemental & Restricted Lottery)	$63,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Differentiated Assistance and CA School Dashboard - Academics)			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Areas of improvement for the LRE include having students with disabilities in the general education environment greater than 80% of the time and having fewer students in a more restrictive setting less than 40% of the time. Seventy-six percent (76%) of seniors with special education services graduated in 2023. Nine and one-half percent (9.5%) of SWD were suspended at least one day in 2023. Academically,

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5.a	Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) (SBAC Test Results at a Glance)	2022-23 Met or Exceeded Standard Overall: 11.03% 3rd: 8.20% 4th: 17.57% 5th: 16.88% 6th: 4.55% 7th: 7.25% 8th: 5.33% 11th: 15.59% SWD/EL: 3.5% SWD/FY: **Data not available due to group size SWD/SED: 4% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	2023-24 Met or Exceeded Standard Overall: 9.36% 3rd: 16.88% 4th: 6.95% 5th: 7.35% 6th: 11.27% 7th: 7.69% 8th: 4.69% 11th: 9.46% SWD/EL: 1% SWD/FY: **Data not available due to group size SWD/SED: 1.85% In order to protect student privacy, disaggregated data is suppressed because fewer than 11	2024-25 Met or Exceeded Standard Overall: 8.70% 3rd: 2.90% 4th: 11.11% 5th: 7.25% 6th: 6.56% 7th: 7.14% 8th: 10.45% 11th: 14.29% SWD/EL: 1% SWD/FY: **Data not available due to group size SWD/SED: 2.78% In order to protect student privacy, disaggregated data is suppressed because fewer than 11	2025-26 25% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels	2024-25 Met or Exceeded Standard Overall: -2.33% 3rd: -8.13% 4th: -6.46% 5th: -9.63% 6th: +2.01% 7th: -0.11% 8th: +5.12% 11th: -1.3% SWD/EL: -2.5% SWD/FY: **Data not available due to group size SWD/SED: -1.22% In order to protect student privacy, disaggregated data is suppressed because fewer than 11
1.5.b	Pupil Achievement:	2022-23	2023-24	2024-25	2025-26	2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD Statewide Assessment SBAC in Mathematics (SBAC Test Results at a Glance)	Met or Exceeded Standard Overall: 7.71% 3rd: 8.20% 4th: 17.57% 5th: 14.28% 6th: 4.76% 7th: 4.48% 8th: 0.00% 11th: 3.90% SWD/EL: 2% SWD/FY: **Data not available due to group size SWD/SED: 2% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	Met or Exceeded Standard Overall: 8.18% 3rd:15.79% 4th: 8.34% 5th: 11.60% 6th: 8.45% 7th: 6.16% 8th: 3.13% 11th: 2.78% SWD/EL: 2.7% SWD/FY: **Data not available due to group size SWD/SED: 1.85% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	Met or Exceeded Standard Overall: 6.90% 3rd: 10.15% 4th: 7.50% 5th: 2.90% 6th: 11.48% 7th: 7.25% 8th: 7.46% 11th: 2.56% SWD/EL: 3.13% SWD/FY: **Data not available due to group size SWD/SED: 1.87% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	20% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels	Met or Exceeded Standard Overall: -0.81% 3rd: +1.95% 4th: -10.07% 5th: -11.38% 6th: +6.72% 7th: +2.77% 8th: +7.46% 11th: -1.34% SWD/EL: +1.13% SWD/FY: **Data not available due to group size SWD/SED: -0.13% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.
1.5.c	Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics (SBAC Test Results at a Glance)	2022-23 ELA Met: 24.00% Math Met: 8.00% In order to protect student privacy, disaggregated data	2023-24 ELA Met: 23.81% Math Met: 23.81% In order to protect student privacy, disaggregated	2024-25 ELA Met: 44.44% Math Met: 37.04% In order to protect student privacy, disaggregated	2025-26 ELA Met: 50% Math Met: 40%	2024-25 ELA Met: +20.44% Math Met: +29.04% In order to protect student privacy, disaggregated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.	data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.	data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.		data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.
1.5.d	Pupil Achievement: SWD College & Career Readiness Indicator (CA School Dashboard)	2022-23 9.8% Prepared	2023-24 17.3% Prepared	2024-25 24.7% Prepared	2025-26 20% Prepared	2024-25 +14.9%
1.5.e	Pupil Achievement: SWD High School Graduation Rates (CA School Dashboard)	Class of 2023 75.9% Graduated (Cohort)	Class of 2024 76.3% Graduated (Cohort)	Class of 2025 87.9% Graduated (Cohort)	Class of 2026 90% Graduated (Cohort)	Class of 2025 +12%
1.5.f	Student Outcomes: SWD Suspension Rates (CA School Dashboard)	2022-23 9.5% suspended at least 1 day	2023-24 9.3% suspended at least 1 day	2024-25 7.5% suspended at least 1 day	2025-26 4% suspended at least 1 day	2024-25 -2% suspended at least 1 day
1.5.g	Student Outcomes: State Performance Plan Indicators: 5a: Education Environments: 80% or more of the day in the Least Restrictive Environment (Annual Determination Letter)	2024 Annual Determination Letter LRE >80% of the day: 56.06% State Target: >62%	2025 Annual Determination Letter >80% of the day: 58.33% State Target: >64%	2026 Annual Determination Letter >80% of the day: 63.18% State Target: >64%	2027 Annual Determination Letter LRE >80% of the day: 71% State Target: >70%	2026 Annual Determination Letter >80% of the day: +7.12%
1.5.h	Student Outcomes: State Performance Plan Indicators: 5b: Education Environments: Less than 40% of the day in the	2024 Annual Determination Letter LRE <40% of the day: 12.89% State Target: <16.5%	2025 Annual Determination Letter <40% of the day: 12.89%	2026 Annual Determination Letter <40% of the day: 12.34%	2027 Annual Determination Letter LRE >40% of the day: 11%	2026 Annual Determination Letter <40% of the day: -0.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Least Restrictive Environment (Annual Determination Letter)		State Target: <15%	State Target: <15%	State Target: 12%	
1.5.i	Student Outcomes: State Performance Plan Indicators: 5c: Education Environments: Separate Setting (Annual Determination Letter)	2024 Annual Determination Letter TK/K - 22 in a separate setting: 2.77% State Target: <3%	2025 Annual Determination Letter TK/K-22 in a separate setting: 2.03% State Target: <2.8%	2026 Annual Determination Letter TK/K-22 in a separate setting: 1.97% State Target: <2.8%	2027 Annual Determination Letter TK/K - 22 in a separate setting: 2.3% State Target: 2.4%	2026 Annual Determination Letter TK/K-22 in a separate setting: -0.80%
1.5.j	Student Outcomes: SWD Enrollment in CTE, AP, and Dual Enrollment (unduplicated student count) (Aeries SIS; DataZone)	As of May 2024 SWD students in high school enrolled in at least 1 AP course: 21 / 6.2% SWD students in high school enrolled in at least 1 CTE course:183 / 52.1% SWD students in high school enrolled in at least 1 dual enrollment course: 16 / 4.5%	2024-25 SWD students in high school enrolled in at least 1 AP course: 31 / 8.5% SWD students in high school enrolled in at least 1 CTE course: 281 / 77% SWD students in high school enrolled in at least 1 dual enrollment course: 41 / 11.2%	2025-26 SWD students in high school enrolled in at least 1 AP course: 36 / 10% SWD students in high school enrolled in at least 1 CTE course: 288 / 79% SWD students in high school enrolled in at least 1 dual enrollment course: 60 / 16%	May 2027 Percent of SPED student enrolled in at least 1 AP course: 15% Percent of SPED students enrolled in at least 1 CTE course: 65% Percent of SPED students enrolled in at least 1 dual enrollment course: 15%	2025-26 SWD students in high school enrolled in at least 1 AP course: +15 / +3.8% SWD students in high school enrolled in at least 1 CTE course: +105 / +26.9% SWD students in high school enrolled in at least 1 dual enrollment course: +44 / 11.5%
1.5.k	Student Outcomes: SWD Students Successfully Completing CTE Pathways	Class of 2023 SWD 60 students / 75%	Class of 2024 SWD 29 students / 44%	Class of 2025 SWD 37 students / 39.4%	Class of 2026 SWD 75 students	Class of 2025 SWD -23 / -35.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5.l	Student Outcomes: Percentage of SWD 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 53.5% / 15 SWD passed IM 1 with a C or better	2024-25 S1 Integrated Math I: 58% / 14 SWD passed IM 1 with a C or better	2025-26 S1 Integrated Math I: 48% / 12 SWD passed IM 1 with a C or better	2026-27 S1 Integrated Math 1: 75% of SWD passing IM1 with a C or better	2025-26 S1 Integrated Math I: -5.5%
1.5.m	Pupil Achievement: SWD iReady Reading Assessment: Grades K-8 (iReady Assessment)	2023-24 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: 11% Early On Grade Level: 10% One Grade Level Below: 20% Two Grade Levels Below: 19% Three or More Grade Levels Below: 40% 45% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year Assessments	2024-25 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: 10% Early On Grade Level: 10% One Grade Level Below: 22% Two Grade Levels Below: 18% Three or More Grade Levels Below: 41% 51% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year	2025-26 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: 12% Early On Grade Level: 9% One Grade Level Below: 39% Two Grade Levels Below: 20% Three or More Grade Levels Below: 21% 57% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year	Spring 2027 Mid-Above Grade Level: 15% Early On Grade Level: 15% One Grade Level Below: 35% Two Grade Levels Below: 15% Three or More Grade Levels Below: 20% 65% Students with Disabilities will Improve their Placement in Reading from Fall to End of the Year Assessments	2025-26 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: +1% Early On Grade Level: -1% One Grade Level Below: +19% Two Grade Levels Below: +1% Three or More Grade Levels Below: -19% +12% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year
1.5.n	Pupil Achievement: SWD iReady Math Assessment: Grades K-8 (iReady Assessment)	2023-24 Diagnostic #3 SWD Results Math Mid-Above Grade Level: 9% Early On Grade Level: 11%	2024-25 Diagnostic #3 SWD Results Math Mid-Above Grade Level: 8% Early On Grade Level: 6%	2025-26 Diagnostic #3 SWD Results Math Mid-Above Grade Level: 10% Early On Grade Level: 9%	Spring 2027 Mid-Above Grade Level: 15% Early On Grade Level: 15% One Grade Level Below: 35% Two Grade Levels Below: 15%	2025-26 Diagnostic #3 SWD Results Math Mid-Above Grade Level: +1% Early On Grade Level: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One Grade Level Below: 24% Two Grade Levels Below: 21% Three or More Grade Levels Below: 36% 53% Students with Disabilities Improved their Placement in Math from Fall to End of the Year Assessments	One Grade Level Below: 31% Two Grade Levels Below: 17% Three or More Grade Levels Below: 38% 51% Students with Disabilities Improved their Placement in Math from Fall to End of the Year Assessments	One Grade Level Below: 37% Two Grade Levels Below: 23% Three or More Grade Levels Below: 21% 50% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year	Three or More Grade Levels Below: 20% 70% of Students with Disabilities will Improve their Placement in Math from Fall to End of the Year Assessments	One Grade Level Below: +13% Two Grade Levels Below: +2% Three or More Grade Levels Below: -15% -1% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year
1.5.o	Pupil Achievement: NWEA MAP 9-11 SWD Reading and Math Avg RIT Scores by Grade Level (Metric retired during Year 1 due to programmatic changes)	2023-24 EL Reading Winter Avg RIT Scores 9: 201 10: 207 11: 204 2023-24 EL Math Winter Avg RIT Scores 9: 210 10: 213 11: 210	N/A	N/A	2026-27: Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math 9: 228.67 10: 231.21 11: 233.49	N/A
1.5.p	Pupil Achievement: Unduplicated and SWD ELA: Percentage of students who met/exceeded standards on SBAC	22-23 ELA: SWD: 11% EL: 4% SED: 4% Homeless: NA - sample size too small Foster Youth: NA-sample size too small	23-24 ELA SWD: 9.36% EL: 1% SED: 1.85% HY: NA - sample size too small FY: NA - sample size too small	24-25 ELA SWD: 8.70% EL: 1% SED: 2.78% HY: NA - sample size too small FY: NA - sample size too small	2025-26 SWD: 25% Met or Exceeded Standard EL: 25% Met or Exceeded Standard SED: 25% Met or Exceeded Standard Homeless: NA	24-25 ELA SWD: -2.3% EL: -3% SED: -1.22% HY: N/A FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth: NA	
1.5.q	Pupil Achievement: Unduplicated and SWD Math: Percentage of students who met/exceeded standards on SBAC	22-23 Math: SWD: 7.7% EL: <1% SED: 1% Homeless: NA - sample size too small Foster Youth: NA- sample size too small	23-24 Math SWD: 8.18% EL: 2.7% SED: 1.9% HY: NA - sample size too small FY: NA - sample size too small	24-25 Math SWD: 6.90% EL: 3.13% SED: 1.87% HY: NA - sample size too small FY: NA - sample size too small	2025-26 SWD: 20% Met or Exceeded Standard EL.: 20% Met or Exceeded Standard SED: 20% Met or Exceeded Standard Homeless: NA Foster Youth: NA	24-25 Math SWD: -0.80% EL: +<2.13% SED: +0.87% HY: N/A FY: N/A
1.5.r	Pupil Achievement: SWD iReady Reading Assessment: Grades (9-12) (iReady Assessment)	2024-25 Diagnostic #2 SWD Results Reading Mid-Above Grade Level: 8% Early On Grade Level: 11% One Grade Level Below: 9% Two Grade Levels Below: 5% Three or More Grade Levels Below: 65%	Baseline data collected during Year 1	2025-26 Diagnostic #2 Results Reading Mid-Above Grade Level: 7% Early On Grade Level: 9% One Grade Level Below: 8% Two Grade Levels Below: 6% Three or More Grade Levels Below: 69%	Spring 2027 Mid-Above Grade Level: 16% Early On Grade Level: 22% One Grade Level Below: 20% Two Grade Levels Below: 3% Three or More Grade Levels Below: 40%	2025-26 Diagnostic #2 Results Reading Mid-Above Grade Level: -1% Early On Grade Level: -2% One Grade Level Below: -1% Two Grade Levels Below: +1% Three or More Grade Levels Below: +4%
1.5.s	Pupil Achievement: SWD iReady Math Assessment: Grades (9-12) (iReady Assessment)	2024-25 Diagnostic #2 SWD Results Math Mid-Above Grade Level: 4% Early On Grade Level: 6%	Baseline data collected during Year 1	2025-26 Diagnostic #2 SWD Results Math Mid-Above Grade Level: 2% Early On Grade Level: 3%	Spring 2027 Mid-Above Grade Level: 16% Early On Grade Level: 16% One Grade Level Below: 15%	2025-26 Diagnostic #2 Results Math Mid-Above Grade Level: -2% Early On Grade Level: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One Grade Level Below: 8% Two Grade Levels Below: 5% Three or More Grade Levels Below: 78%		One Grade Level Below: 5% Two Grade Levels Below: 7% Three or More Grade Levels Below: 83%	Two Grade Levels Below: 3% Three or More Grade Levels Below: 50%	One Grade Level Below: -3% Two Grade Levels Below: +2% Three or More Grade Levels Below: +5%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 1.5 to strengthen equity, access, and inclusive practices for diverse learners within the Least Restrictive Environment (LRE). The district prioritized efforts intended to expand inclusive systems through strategic investments in staffing, dedicated collaboration time, and targeted professional learning grounded in Universal Design for Learning (UDL), positive behavior supports, student engagement, and effective instructional practices. Throughout the year, MHUSD focused on strengthening alignment among inclusive instructional practices, behavioral supports, site systems, and student services while continuing to build staff capacity through coaching, collaborative planning, and cross-department collaboration.

While the district implemented most Goal 1.5 actions, some adjustments were made during the year in response to staffing capacity, participation levels, scheduling demands, and opportunities to strengthen coherence across initiatives. These adjustments strengthened the alignment between planned actions and site-level implementation while maintaining a focus on inclusive outcomes for students.

Successes

MHUSD made meaningful progress under Goal 1.5 during the 2025–26 school year:

- The district strengthened collaboration through professional learning opportunities involving special education teachers, general education teachers, paraprofessionals, and site administrators. These sessions emphasized inclusive instructional practices, student belonging, engagement, and the practical implementation of supports that increase access to learning for all students.
- Educators engaged in collaborative lesson design processes that incorporated principles of inclusive pedagogy, Universal Design for Learning, accommodations, and evidence-based instructional strategies intended to support diverse learners across settings.
- MHUSD continued its partnership with Supporting Innovative Practices (SIP) to support the development of a districtwide roadmap for inclusive practices. This work included collaboration with site administrators to strengthen SPSA alignment, student engagement, belonging, and coherence across district initiatives.
- The district strengthened proactive behavior and crisis response systems through ongoing BCBA-led training and recertification in Safety-Care for administrative, certificated, and classified staff. These efforts supported safer, more responsive learning environments and increased staff capacity to support students with diverse behavioral needs.

- MHUSD expanded access to general education environments for students previously served in more restrictive settings through additional paraprofessional support at the middle school level. These supports increased opportunities for students to access grade-level curriculum, strengthen peer relationships, and participate more fully in inclusive school communities.
- The district completed a full year of implementation of its inclusive preschool program in partnership with Catalyst Kids, providing integrated early learning opportunities for students while continuing to support preschool staff through coaching and inclusive instructional practices.
- Paraprofessionals participated in ongoing professional learning focused on behavior support, accommodations, instructional engagement, and facilitating effective learning environments for students across settings.

These efforts reflect MHUSD's continued commitment to strengthening inclusive systems, expanding access to grade-level learning opportunities, and ensuring that students experience meaningful engagement, belonging, and support across educational settings.

Implementation Challenges and Adjustments

Although substantial progress was made, several actions required refinement during implementation:

- Staffing and participation: Participation in some district-led initiatives was lower than initially projected. For example, participation in the Inclusion Roadmap Committee varied throughout the year, requiring adjustments to facilitation and implementation planning while maintaining representation and engagement across meetings.
- Professional development adjustments: The district refined its professional learning model by increasing embedded coaching and job-embedded support whenever possible. Additionally, higher staff retention reduced the need for multi-day certifications in some areas, lowering overall professional development costs and increasing reliance on shorter recertification processes.
- Scheduling and capacity: Competing demands on staff time influenced participation in collaborative planning and professional learning opportunities. The district continued to balance the need for training and collaboration with the need to maintain continuity of instruction and daily site operations.
- Alignment across initiatives: As MHUSD advanced multiple districtwide efforts simultaneously, including curriculum review, inclusive practices, assessment systems, early learning expansion, student engagement, and positive behavior supports, some actions were adjusted to strengthen coherence across initiatives rather than implementing them as isolated efforts.
- Expansion of site-based implementation: As targeted sites demonstrated increased readiness and proficiency in inclusive practices, the district expanded participation to additional school sites to broaden access to site-specific professional learning and strengthen districtwide implementation capacity.

Despite these implementation adjustments, MHUSD sustained the core intent of Goal 1.5 throughout the 2025–26 school year. The district maintained focus on expanding inclusive opportunities, strengthening alignment across systems, and increasing staff capacity to support diverse learners in the Least Restrictive Environment. Lessons learned this year will continue to inform refinement of practices, resource allocation, and implementation planning moving forward.

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

1.5.a Lower than planned because one of five sites has not yet completed all planned inclusion professional development activities.
1.5.b Lower than planned due to fewer paid staff participating in steering committee meetings than originally anticipated.
1.5.c Lower than planned because behavior de-escalation training costs were lower than anticipated and the budgeted funds have not yet been fully expended.
1.5.e Lower than planned because the cost staffing was less than expected.

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

1.5.a The district was effective in implementing this action by delivering targeted professional learning and coaching at five school sites, with a focus on strengthening staff capacity to apply inclusive instructional practices within general education settings.
1.5.b The district was effective in implementing this action by advancing the development of a comprehensive, districtwide roadmap for inclusion, including structured efforts to build staff awareness and understanding of inclusive practices across school sites.
1.5.c The district was effective in implementing this action by providing professional development in behavior de-escalation strategies, equipping staff with practical tools to support safe, proactive, and responsive approaches to student behavior.
1.5.d The district was effective in implementing this action by hiring classified staff to support inclusive practices at the middle school level, thereby increasing student access to general education environments and instructional opportunities.
1.5.e The district was effective in implementing this action by sustaining staffing and operational supports necessary to implement an inclusive preschool program, ensuring access to integrated early learning experiences for young children.
1.5.f The district was effective in implementing this action by providing ongoing, structured training for paraprofessionals in evidence-based practices, including behavior supports, the effective implementation of accommodations, and the facilitation of engaging learning environments and academic supports.

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.

Based on reflection on prior practice, analysis of student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, actions, or action language for Goal 1.5, Supporting Students with Disabilities. The district will continue implementation of the existing actions and metrics as written.

Reflections on prior implementation informed refinements to how the existing actions will be implemented across sites to strengthen coherence, consistency, and effectiveness. Implementation refinements include a stronger focus on inclusive instructional practices, inclusion systems, equitable access to grade-level curriculum and rigorous learning opportunities, and alignment among curriculum, intervention, assessment, and MTSS systems. The district will also continue strengthening collaboration among Educational Services, Special Education, Student Services, and site teams to improve consistency of supports, expand professional learning related to inclusion and Universal Design for Learning, and ensure students with disabilities receive timely, responsive, and appropriately aligned academic and behavioral supports across educational settings

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
1.5.a	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	Provide job-embedded and targeted professional development, planning, Universal Design for Learning (UDL), coaching, collaboration time for inclusive practices, and co-teaching to enhance student engagement and academic outcomes at three inclusion sites. Development of robust working partnerships that have a direct positive impact on improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$116,325.81	Yes
1.5.b	Committee to create and implement a District-wide	Stipends and subs for the steering committee to create an Inclusive Framework that will enhance student outcomes, engagement, and overall learning conditions to improve outcomes for English Learners, Foster	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)		
1.5.c	Behavior De-escalation Training - Provide training to equip educators and school staff with	Special Education Behavior De-escalation professional development on crisis intervention training to support specific classrooms and students needing the highest level of support (e.g., QBS, TCI, etc.). Addresses Differentiated Assistance goals specific to suspensions and chronic absenteeism English Learners, Foster Youth, and Socioeconomically	$29,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)		
1.5.d	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard -	One additional classified staff to support middle school inclusion and support co-teaching. Addresses Differentiated Assistance goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$56,018.62	Yes

Action #	Title	Description	Total Funds	Contributing
	Academics, Special Education Study)			
1.5.e	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	Ongoing state grant-funded preschool Inclusion teacher and paraprofessional. Support preschool students with disabilities in an inclusive environment. Addresses the goal of Continuous Improvement Monitoring for the Least Restrictive Environment (LRE). (Grant Funded)	$138,628.44	No
1.5.f	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Paraprofessional ongoing training in best practices, behavior, and academic supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

The district’s efforts to support family and community engagement align with the Equity in Education Framework, which seeks to ensure that all students have equal opportunities to succeed regardless of their background. This approach is crucial in diverse communities where

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.0.a	Parental Involvement/Pupil Engagement: Community Liaison Home Visits	2023-24 Less than one visit per week Attendance Rate: 92.1% Chronic Absenteeism Rate:18%	2024-25 1.5 home visits per week (average) / 6 visits per month Attendance Rate: 93.3% Chronic Absenteeism Rate: 16.9% (May 2025)	2025-26 Less than one visit per week per site (average) Attendance Rate: 93.78% Chronic Absenteeism Rate: 18% (May 2026)	8 visits per week or 20% of weekly schedule Attendance Rate Target: 95% Chronic Absenteeism Rate: Target: 14% or less	2025-26 Maintained Attendance Rate: +1.68% Chronic Absenteeism Rate: +0%
2.0.b	Parental Involvement: Community Liaison Family Support	2024-25 Percent of families surveyed agree or strongly agree on these statements: I know who my school community liaison is 42.3% Percent of families who contact their community liaisons for support report that their needs/ questions were successfully addressed: 67.8%	Baseline data established in Year 1.	2025-26 Percent of families surveyed agree or strongly agree on these statements: I know who my school community liaison is 47.7% Percent of families who contact their community liaisons for support report that their needs/ questions were successfully addressed: 77.8%	80% of families surveyed agree or strongly agree on these statements: I know who my school community liaison is 80% of families who contact their community liaisons for support report that their needs/ questions were successfully addressed	2025-26 I know who my school community liaison is: +5.4% Families who contact their community liaisons for support report that their needs/ questions were successfully addressed: +10%
2.0.c	Parental Involvement: Community Liaison Professional Development	2023-24 30% (4/13) Community Liaisons participated in at least 3 family engagement professional development activities	2024-25 92.3% (12/13) Community Liaisons participated in at least 3 family engagement professional	2025-26 69% (9/13) of Community Liaisons have participated in at least 3 family engagement professional	All Community Liaisons participate in at least 3 formal family engagement professional development activities per year.	2025-26 +39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			development activities	development activities so far this year.		
2.0.d	Parental Involvement: Increase participation levels in family and community engagement activities hosted at the Family and Community Engagement (FACE) Center, focusing on identifying trends and patterns among English Learners, Socioeconomically disadvantaged students, foster youth and students with disabilities.	2023-24 193 individuals have participated in at least one tracked event at the Family and Community Engagement (FACE) Center during the 2023-2024 school year. Note: Beginning 2024-25, participation data will be tracked for all events and disaggregated by student group	2024-25 828 individuals participated in at least one tracked event at the Family and Community Engagement (FACE) Center Demographic groups of participants: EL: 61% SED:19% SWD:14%	2025-2026 635 individuals participated in at least one tracked event at the Family and Community Engagement (FACE) Center. Demographic groups of participants: EL: 54% SED: 88% SWD: 8%	Participation across demographic groups will increase by 30%	2025-26 +442 individuals EL: -7% SED: +69% SWD: -6%
2.0.e	Parental Involvement: Surveys of individuals participating in parent education activities reflect a satisfaction rate of 4 or 5 on a 5 point scale.	2023-24 Above 90% of Parent University participants rate services received at a level 4 or 5 on a 5 point scale.	2024-25 N/A Note: Parent University participant satisfaction rates are not available yet as a system to collect this data accurately continues to be created.	2025-2026 100% of Parent University participants at the Family and Community Engagement (FACE) Center rate services received at a level 4 or 5 on a 5 point scale	98% of people participating in family education activities at the Family and Community Engagement (FACE) Center reflect a satisfaction rate of 4 or 5 on a 5 point scale.	2025-26 <+10%
2.0.f	Parental Involvement: Track and increase the percentage of families participating in Back to	2023-2024 82% of families responding to a district survey attended Back-	2024-25 77% of families responding to the district survey	2025-26 89% of families responding to the district survey	90% of families responding to a district survey attended Back-to-	2025-26 +7% of families +5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Night and Open House	to-School night or Open House 2024-2025 Note: Comprehensive baseline data from schools regarding attendance at Back-to-School Night and Open House will be collected starting in 2024-25	attending Back-to-School Nigh or Open House. Across 11 of 13 schools, 54% of families reported attending Back to School Night/Open House.	attending Back-to-School Night or Open House. Across 9 of 13 schools reporting 59.2% of families attended Back to School Night.	School Night or Open House Across 90% (12 of 13) of schools reporting 90% of families attended Back to School Night.	
2.0.g	Parental Involvement/Pupil Engagement: Family and Community Engagement Plan Implementation	2023-24 Survey Data: Cultural Proficiency 54% of families interviewed agree: I see my child's culture, interests, and values reflected at my child's school Parental Involvement: 69% of families surveyed: My child's school encourages parental involvement Volunteering: 46% of families surveyed have volunteered in their child's school Note: 471 district parents participated in the 23-24 district survey; 5,579 families in	2024-25 Survey Data: Cultural Proficiency 70% of families interviewed agree: I see my child's culture, interests, and values reflected at my child's school (...incorporate(s) families cultures into class lessons) Parental Involvement: 85% of families surveyed: My child's school encourages parental involvement (..invite(s) families	2026-26 Survey Data: Cultural Proficiency 72% of families interviewed agree: I see my child's culture, interests, and values reflected at my child's school (...incorporate(s) families cultures into class lessons) Parental Involvement: 88% of families surveyed: My child's school encourages parental involvement (..invite(s) families	Cultural Proficiency 80% of families surveyed agree or strongly agree: I see my child's culture, interests, and values reflected at my child's school Parental Involvement: 80% of families surveyed agree or strongly agree: My child's school encourages parental involvement Volunteering 55% of families surveyed have volunteered in their child's school	2025-26 Survey Data: I see my child's culture, interests, and values reflected at my child's school (...incorporate(s) families cultures into class lessons): +28% My child's school encourages parental involvement (..invite(s) families to join the school community): +19% Families surveyed have volunteered in their child's school: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grades Transitional Kindergarten-12 districtwide	to join the school community) Volunteering: 46% of families surveyed have volunteered in their child's school Note: 224 district parents participated in the 24-25 district survey; 5100 families in grades Transitional Kindergarten to Grade 12.	to join the school community) Volunteering: 49% of families surveyed have volunteered in their child's school Note: 86 district parents participated in the 25-26 district survey; 5165 families in grades Transitional Kindergarten to Grade 12.		
2.0.h	Parental Involvement: Communication with Families	2023-24 67% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress 69% of families surveyed agreed: My child's school shares data with families about student skill levels (Note 24-25: this question is being removed from this metric) 2024-25 (new)	2024-25 73% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress (tell me how well my child is doing in school) New metrics: N/A Note: 224 district parents participated in the 24-25 district survey; 5100	2025-26 74% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress (tell me how well my child is doing in school) 58% of families surveyed agreed: My child's school use(s) information families share to teach students in different ways	95% of families surveyed agree: My child's school effectively communicates with parents regarding their child's progress 80% of families surveyed agreed: My child's school use(s) information families share to teach students in different ways	2025-26 My child's school effectively communicates with parents regarding their child's progress (tell me how well my child is doing in school): +7% My child's teacher has shared how the school addresses the diverse learning needs of all students: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		58% of families surveyed agreed: My child's school use(s) information families share to teach students in different ways 61% of families surveyed agreed: My child's school invite(s) families to share information about how their child learns. Note: 471 district parents participated in the 23-24 district survey; 5,579 families in grades Transitional Kindergarten-12 districtwide	families in grades Transitional Kindergarten to Grade 12.	61% of families surveyed agreed: My child's school invite(s) families to share information about how their child learns. Note: 86 district parents participated in the 25-26 district survey; 5165 families in grades Transitional Kindergarten to Grade 12.	80% of families surveyed agreed: My child's school invite(s) families to share information about how their child learns.	I have had at least two opportunities to share insights about my child's learning needs and interests with their teacher: +0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with its Family and Community Engagement (FACE) goal to strengthen partnerships among schools, families, and the broader community. The district prioritized efforts to improve communication, expand access to family support services, increase opportunities for family leadership and voice, and strengthen systems that foster meaningful and equitable engagement across all school sites. Throughout the year, MHUSD focused on strengthening coordination among Educational Services, Student Services, school sites, community liaisons, and external partners while continuing to build infrastructure to support long-term, sustainable family engagement practices.

While the district implemented most FACE actions as planned, several refinements and adjustments occurred during the year in response to staffing capacity, outreach needs, and implementation variability across school sites. These adjustments strengthened the connection between planned actions and site-level implementation and supported continued development of a more coherent districtwide family

engagement system.

Successes
MHUSD made meaningful progress under its Family and Community Engagement goal during the 2025–26 school year:

- The district strengthened coordination and implementation of family engagement efforts through the addition of a FACE Lead position, which improved alignment of services, partnerships, communication systems, and data collection practices across sites and departments.
- All school sites continued to receive support from bilingual community liaisons, strengthening communication and improving access for multilingual families. This ensured more consistent outreach and family support districtwide and aligned with the district's commitment to equitable family engagement practices.
- MHUSD expanded FACE Center programming and services, including English language classes, preschool programming, parent leadership workshops, mental health supports, dental services, and other family-centered resources designed to address both academic and non-academic barriers to engagement.
- The district continued strengthening family leadership opportunities through consistent engagement structures, including monthly DELAC meetings, regular MPAC meetings, and workshops designed to support family advocacy and participation in school decision-making processes.
- Districtwide committees focused on communications protocols, teacher video resources, and home visits were established to support systemwide implementation of family engagement practices and increase consistency across school sites.
- MHUSD improved its ability to monitor participation and engagement outcomes through stronger data collection systems. During the school year, hundreds of families participated in FACE Center events and parent education opportunities, while repeat participation and ongoing engagement reflected increasing trust and sustained involvement among families and community partners.
- The district strengthened partnerships with community-based organizations, resulting in expanded services and collaborative planning efforts to increase support for children and families, including the development of future childcare opportunities.
- Customer service standards and office guidance documents were developed to support more welcoming and responsive school environments, and customer service training was provided to school office staff during the fall.
- The district continued developing infrastructure to support the implementation of a more consistent home visit program. A Home Visits Committee was established and began development of a district handbook outlining expectations, protocols, and best practices to guide future implementation.

These efforts reflect MHUSD's continued commitment to strengthening relationships with families, improving equitable access to services and communication, and building sustainable systems that support meaningful family and community engagement.

Implementation Challenges and Adjustments
Although substantial progress was made, several actions required refinement during implementation:

- Outreach and engagement gaps: While participation in FACE programming and events increased, the district identified the need for more targeted outreach strategies to ensure engagement efforts reached all family groups consistently. In response, the district expanded communication efforts by improving the FACE website, increasing social media outreach, and strengthening collaboration with community partners.

- Staffing and participation capacity: Recruitment of teachers to support the Teacher Video Library Committee was more limited than anticipated, slowing progress on development of instructional resources. The district plans to continue this work as an ongoing initiative beyond the current school year.
- Consistency across school sites: Although all schools implemented family engagement strategies aligned to the FACE Plan, the depth and consistency of implementation varied across sites, indicating a continued need for calibration, coaching, and ongoing support.
- Customer service implementation: While customer service standards and office guidance documents were developed, limited time and staffing capacity affected the pace of full implementation and ongoing training efforts across all sites.
- Home visit implementation: Expansion of districtwide home visits remained a challenge due to staff workload, competing responsibilities, and limited capacity. Data collected during the year indicates that the frequency of home visits remained below targeted levels, despite strong interest in the strategy as a relationship-building practice. In response, the district focused on strengthening implementation infrastructure by developing the home visit handbook, gathering staff feedback on barriers, and planning additional training and clearer guidance moving forward.
- Evolving family and community needs: As family support needs continued to grow, the district continued adjusting systems and partnerships to respond to increased requests for services, communication, and direct family assistance.

Despite these implementation adjustments, MHUSD sustained the core intent of its Family and Community Engagement goal throughout the 2025–26 school year. The district maintained focus on strengthening relationships with families, improving equitable access to services and communication, and building more coherent systems for engagement across school sites and departments. Lessons learned this year will continue to inform refinement of actions, resource allocation, and implementation planning moving forward.

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

2.0.a Higher than budgeted due to health and welfare benefit costs for Community Liaison positions not being included in the original budget projections.
2.0.b Lower than planned due to not being able to identify a quality HOLA professional development provider for the project and lower than anticipated CABE conference expenditures for Community Liaison participation.
2.0.c Lower than planned due to lower than anticipated costs for supplies and extra hours related to FACE Center events and activities.
2.0.e Lower than planned due to fewer parents participating than originally anticipated, with one parent registration supported by CABE.
2.0.f Lower than planned due to lower than anticipated participation in stipend-supported FACE Plan committees, including Video, Communication, and Home Visit committees.
2.0.g Higher than planned due to higher than anticipated cost of materials.
2.0.h Lower than planned as multiple sites have not yet fully expended their allocated budgets for Goal 2.0 implementation.

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

2.0.a The district effectively staffed each school site with a bilingual community liaison to support family engagement and communication.

2.0.b The district effectively provided professional development opportunities for community liaisons to strengthen family engagement practices and supports.
2.0.c The district effectively established and maintained a dedicated Family and Community Engagement Center to support students and families.
2.0.d The district effectively provided a full-time Family and Community Engagement Lead to coordinate districtwide family engagement efforts.
2.0.e The district effectively provided parent and guardian education opportunities to support family partnership and student success.
2.0.f The district effectively developed a Family and Community Engagement plan, including a three-year implementation timeline.
2.0.g The district effectively held monthly DELAC meetings covering all required topics and conducted six MPAC meetings addressing required program topics and priorities.
2.0.h The district effectively collaborated with school sites to support implementation of district family engagement priorities at the site level.

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.

Action Changes:
Based on reflection on prior practice, analysis of implementation and student outcome data, and educational partner feedback, no changes were made to the planned goal, target outcomes, actions, or action language for Goal 2. The district will continue implementation of the existing actions and metrics as written.

Additionally, reflections on prior implementation informed refinements to how existing actions will be implemented across school sites and within the Family & Community Engagement (FACE) Department to strengthen coherence, consistency, and effectiveness across the district. These refinements include codifying the roles, systems, processes, and implementation structures associated with the FACE Director position to support long-term sustainability of the district's FACE Plan and ensure continuity of implementation through future leadership and staffing transitions.

Metric Changes:
2.0. e: Change metric to reflect satisfaction rates for all FACE activities, rather than just Parent University, which represents only a small fraction of FACE activities.

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
2.0.a	School Site Bilingual Community Liaisons -	Bilingual Community Liaisons at each school site within MHUSD are dedicated to providing comprehensive support to families, with a particular	$803,067.58	Yes

Action #	Title	Description	Total Funds	Contributing
	Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	emphasis on English Learner students. These liaisons serve as vital conduits between home and school, offering outreach, communication, resource access, interpretation, and translation services to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)		
2.0.b	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and	Professional development opportunities tailored to the needs of Community Liaisons, including workshops on topics such as improving their translation skills and conducting home visits, consultations, and participation in county and state conferences, with provisions for registration fees, lodging, travel, release time, extra hours, and stipends as necessary. Additionally, fostering collaboration among liaisons across the school district will serve as a vital strategy for maximizing their effectiveness and ensuring continuous improvement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$15,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.c	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	The Family and Community Engagement Center's primary objective is to create and maintain a welcoming and inclusive space that facilitates family and community partnerships, promotes access to vital resources, and supports the holistic well-being of students and their families to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Funds will be used to maintain the operation of services and activities currently provided and continue to build on the key strategies and initiatives. Cost for contracts, stipends, materials, and supplies. (LCFF Supplemental)	$16,000.00	Yes
2.0.d	Family and Community Engagement Center Lead - Provide a staff	Bilingual Family and Community Engagement Lead position to support Family and Community Engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The Family and Community Engagement (FACE) Lead will play a pivotal	$82,450.99	Yes

Action #	Title	Description	Total Funds	Contributing
	member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	role in organizing activities, fostering a welcoming environment, and tracking usage and demographic data to assess the impact of the Family and Community Engagement (FACE) Center on student achievement and family engagement. (LCFF Supplemental)		
2.0.e	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills	Provide education for families to assist their children in navigating the school system successfully to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Parent University, PIQE, Annual CABE conference, etc., including food, childcare, supplies, printing and marketing costs, extra hours, stipends,	$43,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	travel, lodging, etc.). Parent education offerings will be shaped by continual feedback from the school community, ensuring relevance and effectiveness. Regular surveys and focus groups will help shape the menu of offerings to meet families' evolving needs, making it a dynamic resource that adapts to changing community demographics and challenges. (LCFF Supplemental)		
2.0.f	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the	Implement the Family and Community Engagement plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (extra hours for staff, professional development, transportation, food, supplies, childcare for family events, and professional conferences). (LCFF Supplemental)	$73,369.20	Yes

Action #	Title	Description	Total Funds	Contributing
	broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.g	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the	Support regular meetings of the District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) parent/guardian advisory committees to confer and consult on district initiatives. Expenses include materials, hospitality, child care, and guest speakers. (Title III- English Learner and Title III-Migrant Funding).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	District's policies, programs, and resources effectively support the academic success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.h	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Collaborate with school sites in aligning the District initiative to engage families and the community in supporting the academic needs of unduplicated student groups through increased communication opportunities and avenues as well as parent meetings and family events to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$563,524.27	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.a	Pupil Engagement: Attendance Rate as of P2 (CALPADS)	2023-24 P2 Attendance Rate: 92.8%	2024-25 P2 Attendance Rate: 93.3%	2024-25 P2 Attendance Rate: 93.8%	Attendance Rate: 95%	2024-25 P2 Attendance Rate: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.b	Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)	2023-24 Chronic Absenteeism Rate: 19.4% (as of May 2024) EL: 24.6% SED: 28.7% SWD: 33.5% African-American: 24.2% Latino/Hispanic: 24.9% White: 13.8% Two or more: 14.4%	2024-25 Chronic Absenteeism Rate: 16.9% (as of May 2024) EL: 21.1% SED: 25.1% SWD: 27.5% African-American: 23.8% Latino/Hispanic: 21.4% White: 11.7% Two or more: 11.6%	2025-26 Chronic Absenteeism Rate: 16.5% (as of May 2026) EL: 22.3% SED: 25.3% SWD: 29.5% African-American: 18.3% Latino/Hispanic: 21% White: 11.6% Two or more: 8.4%	Chronic Absenteeism Rate: 14% EL: 19.6% SED: 23.7% SWD: 28.5% African-American: 19.2% Latino/Hispanic: 19.5% White: 8.8% Two or more: 9.4%	2025-26 Chronic Absenteeism Rate: -2.9% EL: -2.3% SED: -3.4% SWD: -4% African-American: -5.9% Latino/Hispanic: -3.9% White: -2.2% Two or more: -6%
3.0.c	Pupil Engagement: Middle School Dropout Rate (CALPADS)	2022-23 Middle School Dropout Rate: 0	2023-24: Middle School Dropout Rate: 0	2024-25: Middle School Dropout Rate: 0	Middle School Dropout rate: 0%	2023-24: Maintained at 0
3.0.d	Pupil Engagement: High School Dropout Rate (DataQuest)	2022-23 High School Dropout Rate: 2.8%	2023-24: High School Dropout Rate: 2.9%	2024-25 High School Dropout Rate: 2.6%	High School Dropout Rate: 1%	2024-25: High School Dropout Rate: -0.2%
3.0.e	Pupil Engagement: High school graduation rates (Cohort/DataQuest)	2022-23 Graduation Rate: 92.8%	2023-24 Graduation Rate: 91.8%	2024-25 Graduation Rate: 95.5%	95% Graduation Rate	2024-25 Graduation Rate: +2.7%
3.0.f	School Climate: Suspension Rate (DataQuest)	2022-23 Suspension Rate: 5.3% EL: 8.6% SED: 8.2 % SWD: 9.9% African-American: 10.7% Pacific Islander: 22.6% HY: 9.3% Latino/Hispanic: 7.2%	2023-24 Suspension Rate: 5.5% EL: 7.6% SED: 7.9% SWD: 10.2% African-American: 10.4% Pacific Islander: 7.4%	2024-25 Suspension Rate: 3.7% EL: 4.9% SED: 6% SWD: 8.5% African-American: 2.5% Pacific Islander: 10.7%	Suspension Rate: 3% EL: 6.3% SED: 5.9 % SWD: 7.6% African-American: 8.4% Pacific Islander: 20.3% HY: 7%	2024-25 Suspension Rate: -1.6% EL: -3.7% SED: -2.2% SWD: -1.4% African-American: -8.2% Pacific Islander: -11.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 3.3% SWD/EL: 12.2% SWD/FY: Data unavailable due to group size SWD/SED: 13.2%	HY: 8.4% Latino/Hispanic: 7.2% White: 3% SWD/EL: 10.5% SWD/FY: N/A SWD/SED: 16.2%	HY: 6% Latino/Hispanic: 4.9% White: 2.5% SWD/EL: 8.1% SWD/SED: 9.9%	Latino/Hispanic: 4.9% White: 1.5% SWD/EL: 6% SWD/SED: 6%	HY: -3.3% Latino/Hispanic: -2.3% White: -0.8% SWD/EL: -4.1% SWD/SED: -3.3%
3.0.g	School Climate: Expulsion Rate (DataQuest)	2022-23 Expulsion Rate: 0%	2023-24 Expulsion Rate: 0.10%	2024-25 Expulsion Rate: 0.10%	Expulsion Rate: 0%	2024-25 Expulsion Rate: +0.10%
3.0.h	School Climate: Survey Responses School Climate	2023-24 43% of students in grades 5-12 completed at least one (1) climate and culture survey	2024-25 41% of students in grades 5-12 completed at least one (1) climate and culture survey Note: The completion of the CHKS survey is still pending thus impacting the reported completion rate (grades 6,7,9,11)	2025-26 42% of students in grades 5-12 completed at least one (1) climate and culture survey	60% of students in grades 5-12 will complete at least 1 climate and culture survey	2025-26 -1%
3.0.i	Pupil Engagement: Number of home visits completed by CARE staff (Aeries)	2023-24 Number of home visits: 200	2024-25 Number of home visits: 225	2025-26 Number of home visits: 121	200 home visits completed a year	2025-26 -79
3.0.j	Pupil Engagement: Number of community events and outreach (resource fairs, food distributions, and workshops) (DataZone)	2023-2024 Number of outreach/events per year: 20	2024-2025 Number of outreach/events per year: 54	2025-2026 Number of outreach/events per year: 52	Increase by 10% a year 2026-27	2025-26 +32

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Number of outreach/events per year: 26	
3.0.k	School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)	2023-24 Baseline (Second Step): 43% completion rate K-5	2024-25 Second Step: 77% completion rate K-5	2025-26 Second Step: 72% completion rate K-5	85% completion rate K-5 Target for Year 3 Outcome adjusted made due to outcome after Year 1	2025-26 Baseline (Second Step): +29%
3.0.l	Pupil Engagement: Percentage of students referred out to for School Linked Services (SLS) and Prevention Early Intervention (PEI) for qualifying schools (DataZone)	2023-24 Intensive/Tier 3 Referral Range 3.4%	2024-25 Intensive/Tier 3 Referral Range 2.2%	2025-26 Intensive/Tier 3 Referral Range 2.6%	Intensive/Tier 3 referral range between 1%-3% of district populations referred out.	2025-26 -0.8%
3.0.m	School Climate: Safety Assessment Training	2024-25 22 administrators trained on safety assessment process; 1 trained as the train-the-trainer	Established the baseline during Year 1.	2025-26 28 site administrators trained on safety assessment process; 3 trained as the train-the-trainer	All administrators will be trained on safety assessment process, site teams will be trained in threat assessment, and we will have 3 train the trainers.	2025-26 Increased to all
3.0.n	Pupil Engagement/School Climate: The number of school activities (academic, sports, and special	2023-24 Number of events: 18	2024-25 Number of events: 27	2025-26 Number of events: 33	2026-27 Number of events district wide: 25	2025-26 Number of events: +15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	events) SRO was active and present for.					
3.0.o	School Climate and Safety The School Resource Officer will support administrators, help reduce illegal activity on campuses, and reduce the number of police reports.	2023-24 57 reports made	2024-25 50 reports made	2025-26 44 reports made	2026-27 Reduce by 10% which would equal 52 referrals (rounded up because you cannot have a partial report).	2025-26 -13

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 3 to support student engagement, social-emotional wellness, positive school climate, and safe learning environments. The district prioritized efforts intended to strengthen Multi-Tiered Systems of Support (MTSS), improve access to student wellness services, enhance school safety practices, and expand systems that promote student belonging and connectedness across grade spans. Throughout the year, MHUSD focused on strengthening coordination among Educational Services, Student Services, site leadership teams, and community partners while continuing to refine systems designed to proactively address academic, behavioral, attendance, and social-emotional needs.

While the district implemented nearly all Goal 3 actions as planned, some refinements and adjustments occurred during the year in response to evolving student needs, staffing capacity, survey administration timelines, and the district's continued effort to provide more targeted and site-specific support. These adjustments strengthened the connection between planned actions and site-level implementation.

Successes
MHUSD made meaningful progress under Goal 3 during the 2025–26 school year:

- The district successfully launched the BeyondSST platform across all school sites, resulting in full implementation districtwide. Teachers, administrators, and support staff received training and actively utilized the platform to support Student Study Team (SST) processes and strengthen coordination of student interventions.
- MHUSD strengthened school safety and preventative support systems through implementation of Tier 1 and Tier 2 threat assessment training for all site administrators, while academic counselors and wellness therapists completed Tier 1 training to support proactive intervention and student safety planning.

- The district expanded student leadership and transition supports through implementation of the “Crew” leadership program at both comprehensive high schools. A total of 124 trained student leaders supported approximately 640 incoming ninth-grade students through mentoring, transition support, engagement activities, and academic follow-up efforts. Freshman Success Coaches also continued providing targeted interventions for students at risk of failing core courses.
- MHUSD continued expanding Community Schools programming through increased access to after-school enrichment opportunities, health and wellness services, on-site dental care, and structured recess and lunchtime programming designed to improve school connectedness and positive student behavior.
- The district maintained a low expulsion rate while continuing to provide individualized rehabilitation and support plans for students participating in the Expelled Youth Program, reflecting continued emphasis on restorative approaches and alternative pathways for student success.
- The School Resource Officer (SRO) program remained fully implemented and continued to operate in partnership with site teams to support early intervention, relationship-building, and de-escalation practices while maintaining a clear distinction between school discipline systems and law enforcement responsibilities.
- MHUSD continued implementing attendance and engagement initiatives designed to improve school connectedness and reduce chronic absenteeism, including expanded outreach efforts, attendance campaigns, and increased Saturday Academy opportunities for students and families.
- The comprehensive evaluation of progress toward this goal reveals a strong, consistent upward trajectory in student success, primarily driven by the systemic implementation of targeted behavioral interventions and robust, data-informed instructional practices. A closer analysis of the Suspension Performance Indicator highlights MHUSD successfully moved from the "Orange" performance tier on the 2024 California School Dashboard to the "Green" performance tier in 2025.

These efforts reflect MHUSD’s continued commitment to strengthening school climate, expanding student support systems, and ensuring that students experience safe, supportive, and engaging learning environments.

Implementation Challenges and Adjustments
Although substantial progress was made, several actions required refinement during implementation:

- Survey administration and data collection: Because the 2025–26 school year was an “off schedule” year for administration of the biennial California Healthy Kids Survey (CHKS), the district adjusted its approach to collecting school climate and culture feedback by utilizing alternative survey tools through a partnership with Hanover Research.
- Targeted MTSS and PBIS support adjustments: The district refined the structure and frequency of MTSS and PBIS professional learning during the year, shifting from broader districtwide implementation toward more targeted, site-specific coaching and support based on identified needs and implementation readiness.
- Staffing and program capacity: The CARE Program experienced increased caseloads during the first semester as student and family needs continued to grow. In response, the district expanded case management and family support efforts related to mental health services, food distribution, housing, and transportation resources while also navigating staffing turnover within the program.
- Chronic absenteeism: Chronic absenteeism remained an ongoing challenge during the school year. In response, the district implemented additional engagement strategies and attendance campaigns, including schoolwide recognition efforts, themed attendance initiatives, expanded family outreach, and increased opportunities for attendance recovery through Saturday Academy programming.

- Evolving student needs: As student social-emotional, behavioral, and attendance needs continued to increase across grade spans, the district continued refining systems and reallocating supports to strengthen responsiveness and improve coordination across departments and sites.

Despite these implementation adjustments, MHUSD sustained the core intent of Goal 3 throughout the 2025–26 school year. The district maintained focus on strengthening school climate, improving student engagement, expanding wellness and intervention systems, and ensuring responsive supports for students and families. Lessons learned this year will continue to inform refinement of actions, resource allocation, and implementation planning moving forward.

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

3.0.b Lower than planned due to lower than anticipated participation in PBIS activities requiring substitute coverage, extra hours, and stipends for certificated and classified staff.
3.0.c Lower than planned due to lower than anticipated contract costs for Girls Inc. services.
3.0.e Lower than planned due to lower than anticipated expenditures for program supplies.
3.0.j Lower than planned due to staffing vacancies and hiring gaps for CARE Specialist positions.
3.0.n Lower than planned because expenditures were supported through the Community Schools Grant instead of the originally budgeted funds.
3.0.o Lower than planned as multiple sites have not yet fully expended their allocated budgets for Goal 3.0 implementation.

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

3.0.a The district effectively utilized Hanover Research and explored additional platforms to gather student information and feedback; however, CHKS was not administered and an alternate survey tool has not yet been implemented.
3.0.b The district effectively reduced suspension rates to 3.7% mid-year and adjusted implementation to provide differentiated, site-specific PBIS coaching to address ongoing chronic absenteeism challenges.
3.0.c The district effectively expanded access to coordinated supports and community outreach opportunities through partnerships with organizations such as the South County Youth Task Force.
3.0.d The district effectively implemented health and wellness curriculum supports, including Second Step in TK–8 and Be Seen and Heard in TK–12, with steady progress toward lesson completion goals.
3.0.e The district effectively connected foster and homeless families to academic supports, transportation, basic needs resources, home visits, and resource fairs through the CARE program.
3.0.f The district effectively trained staff on BeyondSST and implemented systems such as DocuSign and Scribbles to streamline enrollment and transfer processes for families.
3.0.g The district effectively implemented individualized rehabilitation supports for eligible students through the Expelled Youth Program, maintaining a low expulsion rate of 0.10%.
3.0.h The district effectively conducted Tier 1 and Tier 2 threat assessment training for administrators, counselors, and site teams to strengthen school safety systems.

3.0. i The district effectively provided School Linked Services supports, including access to food resources through Second Harvest and skills-streaming classes through Community Solutions.
3.0.j The district effectively implemented the CARE program, completing more than 100 home visits and connecting students and families to college access opportunities, support groups, and community resources.
3.0.k The district implemented engagement and attendance initiatives, including themed attendance campaigns and Saturday Academy opportunities, to address ongoing chronic absenteeism challenges.
3.0.l The district effectively supported community-based diversion programs, including Late Night Gym and targeted intervention opportunities for youth.
3.0.m The district effectively launched youth leadership and transition supports, including the Crew program and Freshman Success Coaches, to support students during key transitional years.
3.0.n The district effectively expanded holistic campus supports through the Community Schools Grant, including on-site dental care, structured recess, and family workshops.
3.0.o The district effectively utilized chronic absenteeism and suspension rate data to collaborate with site administrators and guide targeted site-level interventions.
3.0.p The district effectively implemented School Resource Officer supports focused on early intervention, de-escalation, and participation in school community events while maintaining low citation rates.

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.

Based on reflection on prior practice, analysis of implementation and student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, actions, or action language for Goal 3. The district will continue implementation of the existing actions and metrics as written.

Reflections on prior implementation informed refinements to how the existing actions will be implemented across sites to strengthen coherence, consistency, and effectiveness of climate, wellness, engagement, and student support systems. Implementation refinements include a stronger focus on differentiated PBIS supports, chronic absenteeism interventions, coordinated family and community partnerships, site-based engagement strategies, and alignment across wellness, behavioral, and intervention supports. The district will also continue strengthening implementation, monitoring, and the use of qualitative feedback, student voice, and site-level data to support continuous improvement.

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
3.0.a	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Surveys to gather student, family, and community feedback and input (e.g., Satchel, Hanover, California Healthy Kids Survey, Data Zone, etc.) to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$60,000.00	Yes
3.0.b	School Culture and Climate Supports and Training - Provide training and	Professional Development, release time, stipends, extra hours, materials and supplies, and program licenses to develop and implement a holistic approach to support students and staff's social, emotional, and behavioral needs to improve student outcomes for English Learners, Foster Youth,	$151,082.08	Yes

Action #	Title	Description	Total Funds	Contributing
	resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Homeless Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)		
3.0.c	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and	Professional development, release time, stipends, extra hours, materials and supplies, and program licenses to establish a comprehensive social-emotional support framework that integrates activities and partnerships to foster healthy life skills and enhance social-emotional engagement, prevention, and restorative practices for students to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (e.g., South County Youth	$34,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
	mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Task Force, Living Above the Influence, New Hope for Youth, Differentiated Response, etc.). (LCFF Supplemental)		
3.0.d	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the	Professional development, release time, stipends, extra hours, materials and supplies, and program licenses to establish a comprehensive social-emotional learning initiative spanning grades TK-12, integrating K-12 education on child abuse, human trafficking, gun violence awareness, and delivering tobacco use prevention education through lessons, activities, and school-wide awareness events, etc. to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (e.g., Project Cornerstone, Second Step, Be Seen and Be Heard, Satchel, etc.). (LCFF Supplemental and Restricted Lottery)	$78,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
	knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.e	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA	Professional development, release time, stipends, extra hours, materials and supplies, and travel vouchers provide comprehensive support services to students facing various barriers, including those living in foster care, experiencing homelessness, and facing economic hardship, to improve student outcomes for Foster and Socioeconomically Disadvantaged students. (Title I and LCFF Supplemental)	$33,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.f	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Professional development, release time, stipends, extra hours, and program licenses for digital licenses to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$30,466.67	Yes
3.0.g	Educational Alternative Placements - Provide specialized educational settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-	For expelled youth in a Santa Clara County school district, the Santa Clara County Office of Education Expelled Youth Program to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Base)	$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
	emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).			
3.0.h	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Safety Training will provide proactive community relations, outreach, direct site support, and safety assessment training for site staff to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$21,945.00	Yes
3.0.i	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide	Provide connections to outside CBOs and direct referral process for PEI and SLS services through behavioral health to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Grant Funded)	$159,674.00	No

Action #	Title	Description	Total Funds	Contributing
	comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.j	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA	CARE specialists support students with exceptional needs, focusing on Foster Youth and Socioeconomically Disadvantaged students. Specialists will connect students to community-based organizations, school-linked services, and social-emotional counseling to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$528,241.44	Yes

Action #	Title	Description	Total Funds	Contributing
	Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.k	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	Professional development, release time, stipends, extra hours, materials, incentives, and supplies to increase student attendance and reduce truancy and chronic absenteeism to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$102,450.00	Yes
3.0.l	South County Youth Task Force Partnership - Participate in a collaborative effort between various community	Partnership with SCYTF to provide additional support and resources in social-emotional engagement, prevention, interventions, and restorative practices for all students to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Base Funding)	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
	organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.m	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on	Youth-driven programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (California Reducing Disparities Project). (Grant Funded)	$82,000.00	No

Action #	Title	Description	Total Funds	Contributing
	children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.n	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and	Community schools offer services beyond academics, including health, family engagement, and enrichment programs. This grant supports establishing or expanding these initiatives, promoting collaboration among schools, families, and community groups to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Grant Funded)	$336,261.96	No

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.o	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	Collaborate with school sites to implement the District initiative to meet student engagement, social-emotional learning, and school climate through extra hours for staff, transportation for field trips, and additional materials related to student engagement to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$672,140.46	Yes
3.0.p	School Resource Officer to provide proactive community relations to improve	The school resource officer will provide proactive community relations, parent-project, outreach, direct site support, and training for site staff to improve student outcomes for all students (LCFF Base Funding)	$144,212.00	No

Action #	Title	Description	Total Funds	Contributing
	success for all students.			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1.a	School Climate: Number of visits to the wellness centers during class time	2023-24 (as of April 2024) Total: 13049 K-5: 2301	2024-25 (as of May 2025) Total: 7671 K-5: 2080	2025-26 (as of May 2026) Total: 4644 K-5: 1759	Increase by 5%: Total: 13701 K-5: 2416 K-8: 1412	2025-26 (as of May 2026) Total: -8405 K-5: -542

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K-8: 1345 Middle Schools: 4911 High School: 4492	K-8: 1181 Middle Schools: 2140 High School: 2270	K-8: N/A* Middle Schools: 1383 High School: 1502 *included in the K-5 and 6-8 numbers	Middle School:5156 High School: 4716	K-8: N/A Middle Schools: -3528 High School: -2990
3.1.b	School Climate: Number of students referred to outside agencies and community partnerships.	2023-24 (as of April 2024) Total: 209 Elementary Schools: 56 K-8: 57 Middle Schools: 36 High Schools: 60	2024-25 (as of May 2025) Total: 302 Elementary Schools: 85 K-8: 73 Middle Schools: 85 High Schools: 59	2025-26 (as of May 2026) Total: 477 Elementary: 104 K-8: 113 Middle school: 98 High school: 162	Intensive/Tier 3 referral range between 1%-3% of district populations referred out. Total: 84- 241 Elementary:26-79 students K-8: 13-39 students Middle Schools: 15-45 students High Schools: 26-78 students	2025-26 (as of May 2026) Total: +268 Elementary Schools: +48 K-8: +56 Middle Schools: +62 High Schools: +102
3.1.c	School Climate: Number of mental health engagement activities that are hosted on-site by wellness	2023-24 Whole school activities grades TK-5: 5 per semester (1 for parents) 6-12: 10 per semester (2 for parents)	2024-25 Whole school activities grades TK-5: 8/semester 6-12: 13/semester	2025-26 Whole school activities grades TK-5: 20/semester 6-12: 17/semester	Whole school activities: TK-5: 8 per semester 6-12: 13 per semester	2025-26 TK-5: +15 6-12: +7
3.1.d	School Climate: Number of referrals to the wellness center	2023-24 (as of April 2024) Total: 1243 Self referral: 183 Staff referral:1002 Parent/Guardian referral: 56	2024-25 (as of May 2025) Total: 1090 Self referral: 149 Staff referral: 872 Parent/Guardian referral: 69	2025-26 (as of May 2026) Total:1084 Self referral: 219 Staff referral: 781 Parent/Guardian referral: 84	Increase by 5% Total: 1305 Self referral: 192 Staff referral: 1052 Parent/Guardian referral: 58	2025-26 (as of May 2026) Total: -159 Self referral: +36 Staff referral: -221 Parent/Guardian referral: +28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1.e	School Climate: Number of visits of students during non-class time (before school, brunch, after school)	2023-24 (as of April 2024) Total: 25,488 Middle Schools: 18431 High Schools: 7057	2024-25 (as of May 2025) Total: 42658 Middle Schools:16642 High Schools: 11038	2025-26 (as of May 2026) Total: 28701 Middle Schools: 13703 High School: 10381	Increase by 2% Total: 25997 Middle Schools: 18799 High Schools: 7198	2024-25 Total: +3213 Middle Schools: -4728 High Schools: +3324
3.1.f	School Climate: Number of students who know about the wellness centers and how to access them.	2024-25 38% of students reported that they know about the wellness centers and how to access them	Baseline data was collected during Year 1	Data was not collected during Year 2.	100% of students will know about the wellness centers/spaces, and how to access them.	N/A

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Morgan Hill Unified School District (MHUSD) continued implementation of actions aligned with LCAP Goal 3.1 to support student social-emotional learning, wellness, and access to school-based mental health services. The district prioritized efforts intended to strengthen whole-child supports through expanded wellness infrastructure, increased access to mental health professionals, and implementation of Multi-Tiered System of Supports (MTSS) practices designed to foster safe, inclusive, and culturally responsive learning environments. Throughout the year, MHUSD focused on strengthening coordination among Educational Services, Student Services, school sites, and community partners while continuing to expand staffing capacity and improve access to student wellness resources across grade spans.

While the district implemented most Goal 3.1 actions, some adjustments and refinements occurred during the year in response to infrastructure development needs, data collection timelines, and the ongoing expansion of student support systems. These refinements strengthened the connection between planned actions and site-level implementation.

Successes

MHUSD made meaningful progress under Goal 3.1 during the 2025–26 school year:

- The district continued to expand school-based wellness supports through the development and enhancement of wellness centers across elementary, middle, and high school sites. A new Wellness Center was opened at Central High School, and additional infrastructure enhancements were made at Central, Martin Murphy, Sobrato, and Live Oak, with attention to equitable access and culturally responsive student support systems.

- MHUSD strengthened staffing capacity for student wellness and mental health services by onboarding six interns and supporting three associates in completing required licensure hours. These efforts increased site-based capacity to provide prevention, intervention, and responsive mental health supports for students.
- Wellness counselors and mental health professionals continued to provide individual counseling, small-group supports, crisis response services, and schoolwide wellness activities. By the mid-year reporting period, professionals had facilitated 37 whole-school mental health activities to strengthen awareness, connection, and student engagement.
- Elementary wellness counseling services continued to support early intervention efforts focused on reducing barriers to learning, improving student self-regulation, and strengthening access to instruction through proactive social-emotional supports.
- Student utilization of wellness centers remained strong throughout the year. As of January 2026, wellness centers tracked 2,845 student visits during class time and 16,013 visits during non-class time, reflecting continued student engagement with school-based wellness resources.
- MHUSD continued efforts to increase student awareness of available wellness supports and access points. Baseline awareness data established during Year 1 indicated that 38% of students reported knowing about the wellness centers and how to access services, supporting continued outreach and communication efforts.

These efforts reflect MHUSD's continued commitment to strengthening whole-child supports, improving access to mental health services, and ensuring that students experience safe, supportive, and inclusive learning environments.

Implementation Challenges and Adjustments

Although substantial progress was made, several actions required refinement during implementation:

- Infrastructure and partnership development: As the district continued expanding wellness centers and support systems, ongoing adjustments were needed to coordinate facility enhancements, strengthen partnerships with community-based organizations, and align available resources across sites.
- Staffing and service coordination: While staffing capacity increased through the district's internship and associate pipeline, implementation continued to require coordination across departments and sites to ensure timely student access to supports within the MTSS framework.
- Data collection and measurement: Collection of updated student awareness data regarding wellness centers was still in progress during the 2025–26 mid-year reporting period, temporarily delaying outcome measurement for this metric while systems for data gathering and reporting continued to be refined.
- Evolving student support needs: As utilization of wellness centers remained high, the district continued adjusting systems and practices to respond to increasing student wellness needs while maintaining access to preventative, responsive, and early intervention services.

Despite these implementation adjustments, MHUSD sustained the core intent of Goal 3.1 throughout the 2025–26 school year. The district maintained focus on expanding equitable access to mental health and wellness supports, strengthening school-based systems of care, and improving coordination of services to support student well-being and academic success. Lessons learned this year will continue to inform refinement of actions, resource allocation, and implementation planning moving forward.

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

3.1.a Higher than planned due to underestimating the total cost of stipend expenditures.
3.1.b Lower than planned because Associate Intern expenditures were funded through the CYBHI grant instead of LCFF Supplemental funds, and the Base Funding portion for the three School-Based Mental Health Clinicians was overestimated.
3.1.c Lower than planned because CYBHI Wellness Grant expenditures were overstated in the original budget, as only supplies and services from the Enhancements and Infrastructure grant should have been included while salary costs were accounted for under Action 3.1.b.
3.1.d Lower than planned because funding for three elementary wellness counselor positions was supported through Title I funds and salary costs were overprojected.

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

3.1.a The district effectively increased site-based mental health capacity and strengthened the workforce pipeline by onboarding interns and supporting associates in completing licensure requirements. Wellness centers recorded 2,845 student visits during class time as of January 2026.
3.1.b The district effectively provided school-based mental health supports through licensed and associate mental health professionals, including individual and group counseling, crisis response, and early intervention within an MTSS framework. Staff facilitated 37 whole-school activities and completed 305 referrals to outside agencies and community partnerships by mid-year 2025–26.
3.1.c The district effectively expanded mental health infrastructure and access to behavioral health supports through the opening of a new Wellness Center at Central High School and targeted enhancements at Central, Martin Murphy, Sobrato, and Live Oak High School.
3.1.d The district effectively provided elementary wellness counseling supports focused on early intervention, social-emotional wellness, and behavioral support to reduce barriers to learning and strengthen student self-regulation. Mid-year data reflected 721 wellness center referrals, including 192 self-referrals and 1,052 staff referrals districtwide.
3.1.e The district effectively supported student engagement with wellness centers during non-instructional time, with 16,013 student visits recorded before school, during brunch, and after school as of January 2026.
3.1.f Baseline data from 2024–25 indicated that 38% of students reported awareness of wellness centers and how to access services. Mid-year 2025–26 data is still being collected, and progress toward the district’s awareness goal is pending.

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.

Based on reflection on prior practice, analysis of student outcome data, and educational partner feedback, no changes were made to the planned goal, metrics, target outcomes, actions, or action language for Goal 3.1, Social-Emotional Learning and Development. The district will continue implementation of the existing actions and metrics as written.

Reflections on prior implementation informed refinements to how the existing actions will be implemented across sites to strengthen coherence, consistency, and effectiveness. Implementation refinements include a stronger focus on consistency and responsiveness of wellness and mental health supports across schools, alignment among wellness, counseling, attendance, PBIS, and MTSS systems, and

clearer coordination of behavioral and emotional support structures for students. The district will also continue to strengthen opportunities for authentic student voice, belonging, relationship-building, and student connectedness, while refining systems that support social-emotional learning, wellness center access, and early intervention services across grade spans. In addition, the district will continue to strengthen collaboration across departments and school sites to improve the consistency of implementation and ensure that students have equitable access to responsive wellness and mental health supports.

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.a	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Professional development, release time, stipends, extra hours, materials, and supplies to support staff, students, and families' social, emotional, and wellness needs to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$57,000.00	Yes
3.1.b	Provide Licensed and Associate Mental	Staffing, professional development, release time, stipends, extra hours, materials, and supplies to provide school-based mental health support and	$665,519.90	Yes

Action #	Title	Description	Total Funds	Contributing
	Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	promote self-regulation through guided activities to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Base, LCFF Supplemental, and Grant Funded)		
3.1.c	Mental Health Infrastructure and Enhancement - Develop and improve	A new wellness center (Central), infrastructure (Central, Murphy, Sobrato, Live Oak), and enhancements (Murphy, Live Oak, Sobrato) will help develop, enhance, and expand school-based behavioral health centers. Focusing on racial equity will address a broad continuum of prevention,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	early intervention, and service needs as well as the necessary infrastructure, technology, and training to effectively support the public behavior health system to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (2 year - SBWC Wellness Grant)		
3.1.d	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment	Wellness counseling staffing support is needed to increase elementary students' ability to access instruction, leading to college and career readiness and improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). (Title I)	$399,056.29	No

Action #	Title	Description	Total Funds	Contributing
	and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,789,594	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.623%	0.000%	$0.00	8.623%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.0.a	**Action:** TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard). **Need:** Need to improve literacy rates. English Learners scored Red on the CA Dashboard.	This action will build teacher capacity in literacy, including identifying ways to support unduplicated students. English Learners scored Red on the CA Dashboard	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading 1.0.j Pupil Achievement: iReady Reading Assessment Grades 9-12 Overall

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
	SED students scored Orange on the CA Dashboard. **Scope:** LEA-wide		
1.0.b	**Action:** TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard). **Need:** Need to build capacity and learning on the new math framework; with a focus on building capacity in order to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	MHUSD needs to improve math achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (all Red on the CA Dashboard)	1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Math 1.0.k Pupil Achievement: iReady Math Assessment
1.0.c	**Action:** Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard). **Need:** Need to improve literacy and math outcomes for English Learners, Foster Youth, and	Professional development for certificated teachers and site administrators to improve student learning and achievement in literacy and mathematics specific to DLI programs to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math (Discontinued 2025)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged students enrolled in DLI programs. **Scope:** Schoolwide		1.0.h Pupil Achievement: High School Seal of Biliteracy 1.0.j Pupil Achievement: iReady Reading Assessment 1.0.k Pupil Achievement: iReady Math Assessment
1.0.e	**Action:** District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Need:** Need to specifically monitor students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Scope:** LEA-wide	Need identified via Differentiated Assistance. Data will be used to monitor student progress and structure targeted interventions and supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.h	**Action:** Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:**	Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups through teacher stipends, extra hours, and release time for collaboration; additional staffing for small group instruction; providing additional resources and support to strengthen Universal/Tier I and Targeted/Tier II instruction; and supplemental	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need is to allocate resources directly to school sites to ensure equitable support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students in meeting their academic needs as part of the District initiative **Scope:** LEA-wide	instructional materials to ensure equitable support to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged.	
1.0.l	**Action:** School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** Need to ensure digital safety to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	The implementation of these digital platforms will allow for a comprehensive approach to robust web filtering and more agile classroom management systems to ensure a safer and more productive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. This will provide access to the security software on various devices and platforms to accommodate frequent changes in schools and living situations. Provide clear and concise instructions in multiple languages to ensure understanding. Prioritize access to devices and internet connectivity to enable the use of security software. Offer flexible options for software installation and updates (Foster and Homeless Youth). Provide the security software with user-friendly interfaces and clear instructions in multiple languages. Offer ongoing support and training to help EL students understand and use the software.	1.0.b Basic Services: William's Act Access to Instructional Materials
1.0.m	**Action:** Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve	Access to data monitoring tools is needed to collect, evaluate, analyze, and report on student academic progress. Disaggregated data is particularly required to improve outcomes for	1.0.e Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Need to collect, analyze, and report on disaggregated student achievement data to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students **Scope:** LEA-wide	English Learners, Foster Youth, and Socioeconomically Disadvantaged students and address the Differentiated Assistance plan.	1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.i Implementation of State Standards
1.0.o	**Action:** New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Need for induction support for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Need for induction support for new teachers with a particular focus on instructional strategies and resources that will provide equitable access for students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.a Basic Services: Teachers appropriately assigned & fully credentialed 1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.p	**Action:** Teacher Professional Development - Provide professional development for teachers for	Targeted Professional Development for District-Wide Alignment to improve outcomes for English	1.0.e Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics) **Need:** Provide professional development for teachers, including new hires, to ensure District alignment of programs and services and improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.q	**Action:** Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Monitor the implementation of district programs to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Oversight of district initiatives to ensure equitable access and improved outcomes for Foster Youth and Socioeconomically Disadvantaged students. Actions include staffing to support site and district programs and mileage for site visits to coordinate and support programs related to student improvement.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.0.t	**Action:** Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** MTSS Districtwide Framework to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Need for the development of a comprehensive MTSS framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success, for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.1.a	**Action:** K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics). **Need:** Supplementing the literacy foundational skills instruction is needed to ensure that all K-2 students have consistent access to phonological awareness and phonics	Providing consistent professional development and curricular materials across all K-2 classrooms will ensure that all students have access to the foundational skills needed to become successful readers to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.1.b	**Action:** Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics). **Need:** Local and state data indicate that students identified as English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more level below their on-level peers **Scope:** Schoolwide	Reading Intervention Teachers provide Targeted/Tier II or Intensive/Tier III reading support in a separate, small group environment to students who have not yet been successful with Targeted/Tier II reading support in the classroom. They use separate curriculum and intervention strategies to those provided by the classroom teacher to differentiate foundational reading skills instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.c	**Action:** Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded	Bilingual paraeducators provide Targeted/Tier II support in the classroom environment and small group pull-outs to students who need additional support accessing instruction to improve outcomes for English Learners, Homeless Youth, Foster	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Local and state data indicate that students identified as English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more level below their on-level peers **Scope:** Schoolwide	Youth, and Socioeconomically Disadvantaged students.	1.1.c Pupil Achievement: California Spanish Assessment 1.1.d Pupil Achievement: iReady Reading Assessment 1.1.e Pupil Achievement: iReady Math Assessment
1.1.d	**Action:** MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more levels below their on-level peers	Under the supervision of the Reading Intervention Teacher, Literacy/MTSS paraprofessionals provide Targeted/Tier II or Intensive/Tier III reading support in a separate, small group environment to students who have not yet been successful with Targeted/Tier II reading support in the classroom. They use separate curriculum and intervention strategies to those provided by the classroom teacher to differentiate foundational reading skills instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.1.e	**Action:** Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students perform two or more levels below their on-level peers **Scope:** Schoolwide	Reading Intervention Teachers and Literacy/MTSS paraeducators have access to Targeted/Tier II and Intensive/Tier III training and curriculum that differs from the Universal/Tier I resources to provide differentiated instruction to students who have not yet been successful with classroom materials to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.f	**Action:** Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically	This incentive program will engage students in a gamified, friendly reading competition between school sites to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students. (CA School Dashboard - Academics). **Need:** There is a need to engage students in developing literacy skills through practice and self-motivation to choose to read to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.1.g	**Action:** TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Based on the CA School Dashboard and local indicators, there is a need to improve foundational math skills to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Scope:**	Providing professional development and resources to TK-5 teachers will help students develop strong foundational math skills early in their academic careers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in Mathematics 1.1.e Pupil Achievement: iReady Math Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.1.h	**Action:** Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism) **Need:** There is a need to provide students with engaging specialized content while also providing classroom teacher release time during the school day for collaborating in Professional Learning Teams (PLTs) to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Students receive instruction with content specialists which helps engage students who may not be as successful with other content areas. Additionally, teachers engage in PLT meetings during the time their students are with the content specialists to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.d Course Access: Student Access to a Broad Course of Study
1.1.m	**Action:** Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically	An Elementary Literacy TOSA can provide professional development to administrators and teachers and co-planning, modeling, and providing feedback on instruction. The TOSA also provides specialized training to the Reading Intervention Teachers and MTSS paraeducators to improve outcomes for English Learners, Homeless Youth,	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard) **Need:** Elementary students need support developing foundational reading skills based on state and local assessment data to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged **Scope:** LEA-wide	Foster Youth, and Socioeconomically Disadvantaged	
1.1.n	**Action:** College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics) **Need:** Students need access to library materials to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics) **Scope:** Schoolwide	CCMTs provide access to the library (CA School Dashboard - Academics) in addition to maintaining digital devices so that students can access online resources to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2.a	**Action:** Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics) **Need:** State and local assessments indicate that English Learners, Foster Youth, and Socioeconomically Disadvantaged students are not performing adequately in mathematics. **Scope:** LEA-wide	Ensure the development and implementation of effective math curricula, provide ongoing professional development for math teachers, analyze student data to inform instruction, and offer individualized support and coaching to teachers to improve math instruction and student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in Mathematics 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.f Pupil Achievement: iReady Math Assessment
1.2.b	**Action:** AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students need support engaging in classwork and effectively implementing learning strategies to learn new and retain new content.	Students enrolled in AVID take an elective class that focuses on writing, critical thinking, teamwork, organization, and reading skills. Additionally, its strategies are designed to be implemented schoolwide, benefiting all students. The goal is to create a culture of college readiness and high expectations throughout the school with a focus on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment

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: Schoolwide		
1.2.c	**Action:** Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate) **Need:** English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities need additional college/career support and might not pursue higher education due to language or socioeconomic barriers. **Scope:** LEA-wide	The program provides academic tutoring, college and career coaching, and various outreach activities to help English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities find academic success in middle school and create a path to college.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment
1.2.d	**Action:** College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring	College and career readiness activities are designed to prepare English Learners, Foster Youth, and Socioeconomically Disadvantaged students for successful transitions from middle school to high school and postsecondary education and the workforce.	1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment

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
	different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students need to gain the knowledge, skills, and experiences necessary to make informed decisions about their future and succeed in their postsecondary endeavors **Scope:** Schoolwide		1.2.f Pupil Achievement: iReady Math Assessment
1.2.g	**Action:** Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension) **Need:** Need to improve student outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth at both middle schools. Significant student	MIddle school counseling program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. Counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs. This is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment

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
	populations are in the Red on the CA Dashboard. **Scope:** Schoolwide		
1.2.h	**Action:** MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more levels below their on-level peers **Scope:** Schoolwide	Under the supervision of the Math TOSA and Classroom Math Teacher, MTSS Math Paraprofessionals provide Targeted/Tier II math support in a small group environment to students who have not yet been successful with Targeted/Tier II math support in the classroom. They use intervention strategies in addition to those provided by the classroom teacher to differentiate foundational math skills instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 6-8 (CA School Dashboard) 1.2.f Pupil Achievement: iReady Math Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)
1.3.a	**Action:** Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English	CTE provides practical skills, career exploration opportunities, and pathways to both college and career success. Increasing support and CTE enrollment rates for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** There is a need for additional CTE professional development and work to be done outside of the contractual work day. There is a need to offer relevant, engaging learning experiences that enhance student retention rates and foster community partnerships; increasing support and CTE enrollment rates for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide		courses that satisfy UC/CSU a-g university entrance requirements 1.3.c Pupil Achievement: Graduates who have successfully completed both requirements for UC/CSU a-g and CTE pathway requirements 1.3.d Pupil Achievement: Graduates who have successfully completed a CTE pathway in high school
1.3.b	**Action:** AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics) **Need:** Need to provide professional development and materials specific to address the needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide	AP Capstone is a powerful indicator of college readiness. Engaging in interdisciplinary studies and research projects for English Learners, Foster Youth, and Socioeconomically Disadvantaged students to develop the ability to think critically, evaluate evidence, and solve complex problems.	1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 h Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher

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

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

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

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

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	Schoolwide		
1.3.n	**Action:** State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness) **Need:** There is a need to recognize English Learners, Foster Youth, and Socioeconomically Disadvantaged students' proficiency in multiple languages, enhancing their college and career opportunities while fostering cultural understanding and global citizenship **Scope:** LEA-wide	This achievement validates the language skills of English Learners, Foster Youth, and Socioeconomically Disadvantaged students and promotes the value of multilingualism in an increasingly interconnected world.	1.3 e Pupil Achievement: Graduates who have successfully completed the requirements for a Seal of Biliteracy
1.3.o	**Action:** State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	This award encourages students to become engaged members of society, fostering a sense of civic responsibility and leadership that is valuable both for their future success and for the betterment of their communities	1.3.a Pupil Achievement: High School Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There is a need to recognize the commitment of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to active citizenship and community service. **Scope:** LEA-wide		
1.3.p	**Action:** College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate) **Need:** There is a need to provide equitable access to college campuses to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students in making decisions about their post-secondary options **Scope:** LEA-wide	College visits help English Learners, Foster Youth, and Socioeconomically Disadvantaged students make informed decisions about their college choices and envision themselves as part of a particular institution, ultimately influencing their college application and enrollment decisions	1.3.a Pupil Achievement: High School Graduation Rates 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment
1.5.a	**Action:** Inclusion PD and Coaching - Provide educators with training and ongoing support to	Equipping educators with the knowledge, skills, and resources to implement inclusive practices, schools can create learning environments that	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in

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

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
	community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study) **Need:** State and local data indicate that students with disabilities are not performing at the same level as other student groups. The special education study also indicates a need for more inclusive instructional practices across the district to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities **Scope:** LEA-wide		1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading Assessment: Grades K-5 Grade Level or Above 1.1e Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above
1.5.c	**Action:** Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate) **Need:**	Behavior de-escalation training helps create a safe and supportive learning environment for all students by providing staff with the skills to de-escalate challenging situations safely and respectfully, improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities	1.4m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level 3.0f School Climate: Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities who struggle to self-regulate continue to escalate until they engage in a behavior leading to suspension **Scope:** LEA-wide		
1.5.d	**Action:** Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study) **Need:** Students need additional support to fully engage in the general education curriculum and instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities **Scope:** Schoolwide	Classified inclusion staff work collaboratively with classroom teachers and special education teams to ensure that students with disabilities receive appropriate accommodations and support to participate fully in the general education curriculum and improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated
1.5.f	**Action:**	By providing training for the professional growth of paraprofessionals, schools can improve the overall	1.5a Pupil Achievement: SWD Statewide

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
	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension) **Need:** There is a need to deliver differentiated instruction and improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. **Scope:** LEA-wide	quality of education and foster a more inclusive and supportive learning environment to ensure improved outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities.	Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading Assessment: Grades K-5 Grade Level or Above 1.1e Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above 1.4m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level 3.0f School Climate: Suspension Rate
2.0.a	**Action:** School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking	Bilingual Community Liaisons foster an inclusive school community by ensuring that language barriers do not impede parents' involvement in their children's education. This enhances student	1.0.e Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need for assistance with translating and interpreting during meetings, parent-teacher conferences, and school events, as well as helping families understand school policies, programs, and resources to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	success and promotes strong school-family partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math (Discontinued for 25-25) 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate
2.0.b	**Action:** Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:**	Well-trained Bilingual Community Liaisons foster an inclusive school community by ensuring that language barriers do not impede parents' involvement in their children's education. This enhances student success and promotes strong school-family partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of LTELs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a need to provide targeted training to ensure that community liaisons are well-prepared to bridge the gap between the school and diverse families, facilitate effective communication, and foster a supportive and inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.c All Community Liaisons participate in at least 3 formal family engagement professional development activities per year.
2.0.c	**Action:** Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need for is a dedicated space within the district designed to foster collaboration between the school, families, and the broader community to provide access to resources, support, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	The goal of the Family and Community Engagement Center is to strengthen the partnership between schools, families, and the community, ultimately enhancing student success and creating a more inclusive and supportive educational environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.d Parent Involvement

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Empowering parents and guardians with the tools and resources to actively engage in their children's education and overall well-being will improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	partnership, improve student outcomes, and create a supportive environment conducive to academic success and personal growth to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.g Parent Involvement / Pupil Engagement
2.0.f	**Action:** Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School	2024-25 By actively implementing the plan, schools ensure that families feel valued, engaged, and connected to the school community, leading to improved academic outcomes and a more supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math (MAP has been replaced with iReady) 1.0.h Pupil Achievement: High School Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** 2025-26 2024-25 There is a need to foster collaboration between the school, families, and the broader community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate
2.0.h	**Action:** Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** Need to allocate resources directly to school sites to engage families and the community in supporting to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:**	Collaborate with school sites in aligning the District initiative to engage families and the community in supporting the academic needs of unduplicated student groups through increased communication opportunities and avenues as well as parent meetings and family events to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.g Parent Involvement / Pupil Engagement

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		
3.0.a	**Action:** District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to identify areas where improvements are needed, address concerns, and implement targeted strategies to create a safe, inclusive, and supportive school environment that fosters academic achievement, social-emotional development, and well-being for students, staff, and families to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard—Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide	The data collected from these surveys helps inform decision-making, policy development, and targeted interventions to promote a positive and supportive school climate conducive to academic success and well-being for all stakeholders and improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	3.0.h: School Climate: Survey Responses School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.0.b	**Action:** School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to provide professional development and resources to schools to cultivate a positive and inclusive environment conducive to learning and well-being based on CA Dashboard Chronic Absenteeism and Suspension data to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** LEA-wide	By providing these supports and training, schools can foster a positive school culture and climate that promotes academic success, social-emotional development, and overall well-being for all school community members to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged.	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest) 3.0.l: School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)
3.0.c	**Action:** Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances	These partnerships can address students' complex and multifaceted needs by leveraging the expertise and resources of various stakeholders,	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** It is necessary to ensure that students receive the holistic support they require to thrive academically, socially, and emotionally based on Hanover, CA School Dashboard, and Differentiated Assistance data to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** Schoolwide	including schools, community organizations, and mental health agencies. This approach enhances access to support services and promotes coordination and collaboration, ultimately fostering a supportive and nurturing environment that promotes student well-being and success to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest)
3.0.d	**Action:** Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need	By incorporating health and wellness education into the curriculum, schools can equip students with the knowledge, skills, and strategies to make healthy choices, cope with stress, build positive relationships, and navigate challenges effectively. This proactive approach supports students'	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Students face various challenges related to physical health, mental health, and social-emotional development. Based on survey data, we must improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide	immediate well-being and lays the foundation for lifelong health and resilience, ultimately contributing to their academic success and overall quality of life to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	(CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest) 3.0.k: School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)
3.0.f	**Action:** Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to uphold legal requirements, promote accountability, facilitate communication, and support data-driven	These services ensure compliance with legal and regulatory requirements, facilitate educational partner communication, and support educational institutions' decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	3.0 h: School Climate: Survey Responses School Climate 3.0 b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)

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

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

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

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.0.u	**Action:** Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard). **Need:** There is a need to create a more equitable and effective educational environment that addresses the needs of unduplicated students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the need by reallocating staff time to analyze student data to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.i Implementation of State Standards
1.4.a	**Action:** English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics). **Need:** English Learners score in the Red on the CA School Dashboard for ELA and Mathematics. The ELPI indicator on the CA School	The ELD TOSA provides targeted professional development to school administrators and classroom teachers to support students identified as EL through designated and integrated ELDs and English Learner Facilitators (ELFs) to improve outcomes for English Learners. The ELD TOSA also monitors and oversees the reclassification process to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners score in the Red on the CA School Dashboard for ELA and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:** Limited to Unduplicated Student Group(s)		1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.h	**Action:** Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners score in the Red on the CA School Dashboard for ELA and Mathematics. The ELPI indicator on the CA School Dashboard is below the state rate and declining. **Scope:** Limited to Unduplicated Student Group(s)	Provide designated ELD curriculum and professional development to secondary teachers to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4.i	**Action:** English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** ELPAC/ELPI score analysis, EL/RFEP progress monitoring, reclassification, translated parent letters, FPM support to improve outcomes for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Provide school and district staff with access to ELPAC/ELPI score analysis and EL/RFEP progress monitoring as well as instructional resources to improve outcomes for English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
1.4.j	**Action:** Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners perform below their English Only peers on state and local assessments. **Scope:** Limited to Unduplicated Student Group(s)	Providing specialized professional development, classroom observations, and coaching feedback will better prepare teachers to meet the needs of TK-3 grade English Learners. Providing classroom visit feedback and coaching support to site administrators and district teachers on special assignment will equip them to support classroom teachers in meeting the needs of English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.d Pupil Achievement: English Learner Reading 1.4.e Pupil Achievement: English Learner Math 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math
1.4.k	**Action:** Long Term English Learner (LTEL)-Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Secondary D-ELD courses specifically to support Long Term English Learners **Scope:** Limited to Unduplicated Student Group(s)	This action is implemented on an LEA-wide basis to ensure equitable access to resources and support across all schools for English Learners by developing designated ELD courses specifically targeting Long-Term English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
3.0.e	**Action:** Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Materials, travel vouchers, other hygiene supplies, clothing, professional development,	LEAs and schools support homeless youth by providing essential resources like food, clothing, and hygiene kits, offering on-site healthcare and mental health services, and ensuring educational continuity with tutoring and transportation. They prepare students for employment through career counseling and job readiness programs and offer family counseling and peer support to enhance stability. Life skills education and safety measures create a secure environment, while centralized resource hubs and technology access ensure resource availability to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	tutoring support. Connection to housing, food, shelter, healthcare, mental health, and clothing resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** Limited to Unduplicated Student Group(s)		3.0.i: Pupil Engagement: Number of home visits completed by CARE staff (Aeries)

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.

1.0.u - There is a need to create a more equitable and effective educational environment that addresses the needs of unduplicated students to improve outcomes for English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities. As such, multiple staff members spend significant time disaggregating district assessment data by student groups to provide guidance on instructional strategies for teachers and paraprofessionals to address students' achievement gaps in our lowest-performing student groups. Based on this need, the methodology we used was to determine the approximate amount of time each of the various personnel is spending on this work and to compute the cost associated with such work. The many staff members involved in this process include, but are not limited to, Teachers who are instructional leaders and serve on the Guiding Coalitions at each site, site Principals, the Coordinator of Data Analysis and Special Projects, the Director and Supervisor of Student Services, as well as the Director of Elementary Education, and Assistant Superintendent of Educational Services. Once we determined the current cost associated with this work, we calculated how many full-time Data Coordinators the district would need to hire solely to complete this work. The calculation of time associated with disaggregating and analyzing the data by sub-group, translating the data into guiding practices and instructional strategies, and then providing professional development, coaching, and follow-up activities to staff was determined to cost approximately $1.631M. A Data Coordinator's average salary plus benefits (statutory and H/W) is $217,500 annually. Therefore, at $1.631M, the district would have been able to hire 7.5 Data Coordinators to perform these tasks. This would have allowed us to have a Coordinator for each of the two comprehensive high schools and two middle schools, one half-time Coordinator at the Alternative High School, and three additional positions shared across the eight elementary sites (1.0FTE to serve the two K-8 schools and the remaining 2.0FTE that would share 3 sites each).

2026-27

Methodology for Cost of Data Analysis:

Guiding Coalition: $425,040.26 (Average for 3 Teachers)
(Average time spent: 50 hours per year x 72 teachers = 3,600 Hours divided by 1170 Hours (180 Days x 6.5 hrs) is equivalent to 3 teacher Salaries)

13 Principals @ 25% = $794,250.07

Coordinator of Data Analysis and Special Projects @ 50% = $118,251.97

Director of Student Services @ 25% = $67,046.20
Supervisor of Student Services @ 45% = $77,941.50

Director of Elementary Education @ 25% = $65,429.83

Assistant Superintendent of Educational Services @ 25% = $83,543.88

Staff working on Data Analysis Total Cost = $1,631,504 million annually.

Equivalent to 7.5 Data Coordinators @ $217,500 each = Average salary $177,480.17 + statutory H&W benefits $55,619.83
2.0 FTE (one at each of the high schools)
2.0 FTE (one at each of the middle schools)
1 FTE (between the two K-8 schools)
2.0 FTE (shared between 3 sites each)
0.5 FTE (alternative high school)

Total Qualitative % = $1,631,504 / $90,331,204 = 1.80%

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

Methodology for Cost Analysis:
3 TOSAs @ $166,636.60 each = $499,909.80
72 Sub release days @ $294.12 = $21,176.64
Supplies = $1,000

Total Cost = $522,086.44 Qualitative % Calculation = $522,086.44 / $90,331,204 = .58%

2026-27 Total Qualitative Limited Action Percentages
1.0.u and 1.4.j - Total Qualitative % = 2.38%

1.0.u 2025-26:
Methodology for Cost of Data Analysis:

Guiding Coalition: $397,000 (Average for 3 Teachers)
(Average time spent: 50 hours per year x 72 teachers = 3,600 Hours divided by 1170 Hours (180 Days x 6.5 Hrs.) is equivalent to 3 Teachers Salaries)

13 Principals @ 25% = $768,643.41
Coordinator of Data Analysis and Special Projects @ 50% = $108,093.59
Director of Student Services @ 25% = $66,756.77
Supervisor of Student Services @ 50% = $77,837.30
Director of Elementary Education @ 25% = $63,761.78
Assistant Superintendent of Educational Services @ 25% = $83,176.64
Staff working on Data Analysis Total Cost = $1.565 million annually. Qualitative % = $1,565,266 / $86,314,326 = 1.81%

Equivalent to 7.5 Data Coordinators @$208,702.02 each = Average salary $157,474 + statutory H&W benefits $51,228.02
2.0 FTE (one at each of the high schools)
2.0 FTE (one at each of the middle schools)
1 FTE (between the two K-8 schools)
2.0 FTE (shared between 3 sites each)
0.5 FTE (alternative high school)

1.4.j 2025-26
Methodology for Cost Analysis:
3 TOSAs at $132,300 ea = $396,900
72 Sub release days @ 295 = $21,240
Supplies = $1,000
Total Cost = $419,140 Qualitative % Calculation = $419,140 / $86,314,326 = .49%

2025-26 Total Qualitative Limited Action Percentages
1.0.u and 1.4.j - Total Qualitative % = 2.30%

1.0.u 2024-25:
Methodology for Cost of Data Analysis:

Guiding Coalition: $345,000
5 hours per month for 72 teachers
50 hours a year / 1,170 work hours
~ 3 teachers

13 Principals @ 25% = $571,805

Coordinator of Data Analysis and Special Projects @ 50% = $99,857

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

Director of Elementary Education @ 25% = $56962

Assistant Superintendent of Educational Services @ 25% = $79,912

Staff working on Data Analysis Total Cost = $1.244 million annually. Qualitative % = $1,244,000 / $8,461,456.70 = 1.47%

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

1.4.j 2024-25:
Methodology for Cost Analysis:
3 TOSA's at $115,000 ea = $345,000
72 Sub release days @ 295 = $21,240
Supplies = $1,000

Total Cost = $367,240 Qualitative % Calculation = $367,240 / $8,461,456.70 = .43%

2024-25 Total Qualitative Limited Action Percentages
1.0.u and 1.4.j - Total Qualitative % = 1.9%

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 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	90,331,204	7,789,594	8.623%	0.000%	8.623%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,789,190.19	$10,704,768.13	$159,674.00	$1,208,337.72	$19,861,970.04	$10,829,310.80	$9,032,659.24

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
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$8,088.20	$0.00	$8,088.20				$8,088.20	
1.0	**1.0.b**	TK-12 Math Alignment-District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$155,657.16	$35,575.00	$75,281.20	$115,950.96			$191,232.16	
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn, P.A. Walsh, Britton, Live Oak TK-12	2024-27	$72,570.00	$137,884.67	$119,031.67	$91,423.00			$210,454.67	
1.0	**1.0.d**	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students	All	No			All Schools	2024-27	$0.00	$662,625.00		$662,625.00			$662,625.00	

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
		with Disabilities (Differentiated Assistance - Academics).														
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$261,847.33	$46,600.83	$215,246.50			$261,847.33	
1.0	**1.0.f**	Action Discontinued 2025-26. Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.						2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1.0	**1.0.g**	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	All Migrant Students	No			All Schools	2025-26	$214,672.00	$60,909.00				$275,581.00	$275,581.00	
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$1,137,384.51	$586,368.00	$414,030.20		$136,986.31	$1,137,384.51	
1.0	**1.0.i**	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	All EL, FY, SED	No			All Schools	2024-27	$360,000.00	$2,316,622.00		$2,676,622.00			$2,676,622.00	
1.0	**1.0.j**	Technology TOSA - Provide professional development, coaching,	All	No			All Schools	2024-27	$160,715.63	$0.00		$160,715.63			$160,715.63	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.														
1.0	**1.0.k**	Inventory Control - Ensure maintenance of and equitable access to instructional resources at all school sites for all students and staff.	All	No			All Schools	2024-27	$0.00	$29,402.00		$29,402.00			$29,402.00	
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$128,375.00	$93,375.00	$35,000.00			$128,375.00	
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$40,064.00	$40,064.00				$40,064.00	
1.0	**1.0.n**	Action Discontinued 2025-26. Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).						2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1.0	**1.0.o**	New Teacher Induction Support - Provide professional	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-27	$54,811.23	$1,000.00	$55,811.23				$55,811.23	

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
		development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Low Income			Low Income										
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$64,268.80	$5,400.00	$69,668.80				$69,668.80	
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$138,450.18	$0.00	$128,703.67			$9,746.51	$138,450.18	
1.0	**1.0.r**	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,939.63	$19,872.00	$2,939.63	$18,872.00			$21,811.63	
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		(Differentiated Assistance - Academics)														
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$24,411.76	$75,895.00	$100,306.76				$100,306.76	
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-27								1.80
1.0	**1.0.v**	Administrative Support focused on Implementing Differentiated Interventions	All	No			Specific Schools: Jackson Academy of Math and Music, San Martin/Gwinn and Walsh Elementary School TK-8 and TK-5	2025-26	$728,000.00	$0.00		$728,000.00			$728,000.00	
Focus Goal 1.1	**1.1.a**	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	2024-27	$5,220.58	$44,396.34	$6,220.58	$43,396.34			$49,616.92	

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
Focus Goal 1.1	**1.1.b**	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-5	2024-27	$1,293,899.80	$0.00	$1,293,899.80				$1,293,899.80	
Focus Goal 1.1	**1.1.c**	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn	2024-27	$139,424.27	$0.00	$139,424.27				$139,424.27	
Focus Goal 1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools K-5	2024-27	$367,280.52	$0.00	$367,280.52				$367,280.52	

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
		Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).														
Focus Goal 1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	K-5	2024-27	$0.00	$50,624.00	$48,000.00	$2,624.00			$50,624.00	
Focus Goal 1.1	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	2024-27	$0.00	$1,060.00	$1,060.00				$1,060.00	
Focus Goal 1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$142,612.57	$15,000.00	$157,612.57				$157,612.57	

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
		and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)														
Focus Goal 1.1	**1.1.h**	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$0.00	$15,400.00	$9,900.00	$5,500.00			$15,400.00	
Focus Goal 1.1	**1.1.i**	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	All	No			All Schools TK-3	2024-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
Focus Goal 1.1	**1.1.j**	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	All	No			All Schools TK	2024-26	$64,574.92	$25,110.00	$18,692.20	$70,992.72			$89,684.92	
Focus Goal 1.1	**1.1.k**	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	All	No			All Schools TK-K	2024-26	$0.00	$849.90		$849.90			$849.90	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
Focus Goal 1.1	**1.1.l**	UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.	All	No			All Schools TK	2024-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
Focus Goal 1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$166,718.15	$0.00	$166,718.15				$166,718.15	
Focus Goal 1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-8	2024-27	$338,970.00	$0.00	$338,970.00				$338,970.00	
Focus Goal 1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$166,716.87	$0.00	$166,716.87				$166,716.87	
Focus Goal 1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Britton, Martin	2024-27	$10,220.58	$30,920.00	$41,140.58				$41,140.58	

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
		Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)				Low Income	Murphy									
Focus Goal 1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Martin Murphy, SMG	2024-27	$0.00	$45,000.00	$45,000.00				$45,000.00	
Focus Goal 1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton, Murphy, SMG and Jackson 6-8	2024-27	$0.00	$95,000.00	$70,000.00			$25,000.00	$95,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
Focus Goal 1.2	**1.2.e**	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	All EL, FY, HY	No			Specific Schools: JAMM, Britton, Martin Murphy, SMG 6	2024-27	$0.00	$15,000.00		$15,000.00			$15,000.00	
Focus Goal 1.2	**1.2.f**	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)	All	No			All Schools Specific Schools: JAMM, Britton, Martin Murphy, SMG 6-8	2024-27	$0.00	$0.00	$0.00				$0.00	
Focus Goal 1.2	**1.2.g**	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton and Murphy 6-8	2024-27	$550,390.18	$0.00	$550,390.18				$550,390.18	
Focus Goal 1.2	**1.2.h**	MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton Middle School, Martin	2025-26	$113,225.00	$0.00	$113,225.00				$113,225.00	

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
		differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).					Murphy Middle School									
Focus Goal 1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	2024-27	$23,000.00	$40,000.00	$63,000.00				$63,000.00	
Focus Goal 1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato	2024-27	$0.00	$12,000.00	$12,000.00				$12,000.00	
Focus Goal 1.3	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-27	$0.00	$30,000.00	$30,000.00				$30,000.00	

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
		close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)														
Focus Goal 1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9	2024-27	$20,882.33	$0.00	$20,882.33				$20,882.33	
Focus Goal 1.3	**1.3.e**	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)	All EL, FY, SED	No			Specific Schools: Live Oak, Sobrato 9	2024-27	$132,634.00	$0.00	$132,634.00				$132,634.00	
Focus Goal 1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9-12	2024-27	$15,221.00	$10,920.00	$26,141.00				$26,141.00	

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
		and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)														
Focus Goal 1.3	**1.3.g**	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
Focus Goal 1.3	**1.3.h**	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato High School and Central High 9-12	2024-27	$0.00	$87,000.00	$87,000.00				$87,000.00	

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
		School Dashboard - College Career Readiness, Graduation Rate)														
Focus Goal 1.3	**1.3.i**	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
Focus Goal 1.3	**1.3.j**	Action Discontinued 2025-26. Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)						2024-27	$0.00	$0.00			$0.00		$0.00	
Focus Goal 1.3	**1.3.k**	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic	All EL, FY, SED	No			Specific Schools: Live Oak, Sobrato 9	2024-27	$3,000.00	$12,000.00		$15,000.00			$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)														
Focus Goal 1.3	**1.3.l**	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.	All	No			Specific Schools: Live Oak, Sobrato 9-12	2024-27	$1,891,224.85	$375,572.15		$2,207,302.00		$59,495.00	$2,266,797.00	
Focus Goal 1.3	**1.3.m**	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	All	No			Specific Schools: Central High School 10-12	2024-27	$191,987.74	$0.00		$191,987.74			$191,987.74	
Focus Goal 1.3	**1.3.n**	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$3,000.00	$3,000.00				$3,000.00	
Focus Goal 1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students'	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	2024-27	$3,000.00	$1,000.00	$4,000.00				$4,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)														
Focus Goal 1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	12	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
Focus Goal 1.3	**1.3.q**	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard - College and Career Readiness)	All	No			All Schools	2024-27	$0.00	$122,896.60		$122,896.60			$122,896.60	
Focus Goal 1.4	**1.4.a**	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2024-27	$166,474.78	$0.00	$166,474.78				$166,474.78	

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
		School Dashboard - Academics).			s)											
Focus Goal 1.4	**1.4.b**	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	All English Learners	No			All Schools Specific Schools: San Martin Gwinn K-8, Live Oak High School, P.A. Walsh, Britton Middle School	2024-27	$24,525.00	$0.00		$24,525.00			$24,525.00	
Focus Goal 1.4	**1.4.c**	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$39,154.35	$0.00	$39,154.35				$39,154.35	
Focus Goal 1.4	**1.4.d**	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
Focus Goal 1.4	**1.4.e**	Multilingual Achievement Ceremony to improve outcomes for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$2,000.00	$2,000.00				$2,000.00	
Focus Goal 1.4	**1.4.f**	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton Middle School, Martin Murphy Middle School, Ann Sobrato High School, Live Oak	2024-27	$15,661.75	$0.00	$15,661.75				$15,661.75	

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
							High School									
Focus Goal 1.4	**1.4.g**	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	All English Learners	No			All Schools	2024-27	$16,000.00	$0.00		$16,000.00			$16,000.00	
Focus Goal 1.4	**1.4.h**	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	2024-27	$29,412.00	$70,900.00	$100,312.00				$100,312.00	
Focus Goal 1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$44,050.00	$44,050.00				$44,050.00	
Focus Goal 1.4	**1.4.j**	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	.58
Focus Goal 1.4	**1.4.k**	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton, Murphy, Jackson, San Martin/Gwinn, Live Oak, Sobrato 6-12	2024-27	$3,000.00	$60,000.00	$13,000.00	$50,000.00			$63,000.00	
Focus Goal 1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Nordstrom, Live Oak, Sobrato	2024-27	$30,845.81	$85,480.00	$97,904.81	$18,421.00			$116,325.81	

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
		in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)														
Focus Goal 1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$6,000.00	$0.00	$6,000.00				$6,000.00	
Focus Goal 1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$17,499.62	$11,961.38	$29,461.00				$29,461.00	

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
		Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)														
Focus Goal 1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton	2024-27	$56,018.62	$0.00	$56,018.62				$56,018.62	
Focus Goal 1.5	**1.5.e**	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	Students with Disabilities	No			Specific Schools: El Toro Preschool	2024-27	$138,628.44	$0.00		$138,628.44			$138,628.44	
Focus Goal 1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$10,000.00	$0.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)														
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$803,067.58	$0.00	$453,398.72	$349,668.86			$803,067.58	
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,500.00	$13,320.00	$15,820.00				$15,820.00	
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,500.00	$12,500.00	$16,000.00				$16,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$82,450.99	$0.00	$82,450.99				$82,450.99	
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,195.00	$40,620.00	$30,315.00			$13,500.00	$43,815.00	

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
		fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$48,189.20	$25,180.00	$73,369.20				$73,369.20	
2.0	**2.0.g**	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively support the academic success and well-being	All English Learner, Migrant	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$563,524.27	$12,507.77	$414,030.19		$136,986.31	$563,524.27	
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$60,000.00	$60,000.00				$60,000.00	
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$66,082.08	$85,000.00	$151,082.08				$151,082.08	

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
		development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton, Sobrato, SMG, Live Oak	2024-27	$0.00	$34,685.00	$34,685.00				$34,685.00	
3.0	**3.0.d**	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$78,584.00	$11,550.00	$67,034.00			$78,584.00	

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
		well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	**3.0.e**	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-27	$0.00	$33,600.00	$18,600.00			$15,000.00	$33,600.00	
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$30,466.67	$30,466.67				$30,466.67	
3.0	**3.0.g**	Educational Alternative Placements - Provide specialized educational settings or programs	All	No			All Schools	2024-27	$0.00	$220,000.00		$220,000.00			$220,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).														
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$21,945.00	$21,945.00				$21,945.00	
3.0	**3.0.i**	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No			Specific Schools: Barrett Elementary, San Martin Gwinn, Walsh Elementary, Britton Middle School, Live Oak High School	2024-27	$0.00	$159,674.00			$159,674.00		$159,674.00	
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$528,241.44	$0.00	$528,241.44				$528,241.44	

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
		based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$102,450.00	$102,450.00				$102,450.00	
3.0	**3.0.l**	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and Socioeconomically	All	No			All Schools	2024-27	$0.00	$45,000.00		$45,000.00			$45,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	**3.0.m**	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, Native Americans communities	No			Specific Schools: Britton, Murphy, Sobrato, and Live Oak 6-12	2024-27	$0.00	$82,000.00	$82,000.00				$82,000.00	
3.0	**3.0.n**	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No			Specific Schools: P.A. Walsh and San Martin Gwinn K-8	2024-27	$0.00	$336,261.96		$336,261.96			$336,261.96	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$672,140.46	$121,123.97	$414,030.19		$136,986.30	$672,140.46	
3.0	**3.0.p**	School Resource Officer to provide proactive community relations to improve success for all students.	All	No			All Schools	2024-27	$0.00	$144,212.00		$144,212.00			$144,212.00	
Focus Goal 3.1	**3.1.a**	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$50,500.00	$6,500.00	$57,000.00				$57,000.00	
Focus Goal 3.1	**3.1.b**	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$665,519.90	$0.00	$22,000.00	$643,519.90			$665,519.90	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
Focus Goal 3.1	**3.1.c**	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No			Specific Schools: Live Oak, Sobrato, Murphy, Central 6-12	2024-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
Focus Goal 3.1	**3.1.d**	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically	All	No			All Schools	2024-27	$399,056.29	$0.00				$399,056.29	$399,056.29	

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
		Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														

2026-27 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
90,331,204	7,789,594	8.623%	0.000%	8.623%	$7,555,863.99	2.380%	10.745 %	**Total:**	$7,555,863.99
								LEA-wide Total:	$3,775,758.33
								Limited Total:	$404,252.88
								Schoolwide Total:	$3,375,852.78

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,088.20	
1.0	**1.0.b**	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,281.20	
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn, P.A. Walsh,	$119,031.67	

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 (%)
		alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).				Britton, Live Oak TK-12		
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,600.83	
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$586,368.00	
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,375.00	
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,064.00	

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 (%)
		data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)						
1.0	**1.0.o**	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,811.23	
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,668.80	
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$128,703.67	
1.0	**1.0.r**	Digital Programming Support - Provide professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,939.63	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)						
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,306.76	
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		1.80

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 (%)
Focus Goal 1.1	1.1.a	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	$6,220.58	
Focus Goal 1.1	1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5	$1,293,899.80	
Focus Goal 1.1	1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth,	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn	$139,424.27	

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 (%)
		Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)						
Focus Goal 1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-5	$367,280.52	
Focus Goal 1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance	Yes	Schoolwide	English Learners Foster Youth Low Income	K-5	$48,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		and CA School Dashboard - Academics).						
Focus Goal 1.1	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	$1,060.00	
Focus Goal 1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$157,612.57	
Focus Goal 1.1	**1.1.h**	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$9,900.00	

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 (%)
		collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)						
Focus Goal 1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$166,718.15	
Focus Goal 1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-8	$338,970.00	
Focus Goal 1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,716.87	

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 (%)
		of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)						
Focus Goal 1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Martin Murphy	$41,140.58	
Focus Goal 1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Martin Murphy, SMG	$45,000.00	

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 (%)
		Readiness, Graduation Rate)						
Focus Goal 1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Murphy, SMG and Jackson 6-8	$70,000.00	
Focus Goal 1.2	**1.2.g**	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton and Murphy 6-8	$550,390.18	
Focus	**1.2.h**	MTSS Math Paraprofessionals - Under the supervision of the Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton Middle School, Martin	$113,225.00	

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 (%)
Goal 1.2		TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).				Murphy Middle School		
Focus Goal 1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$63,000.00	
Focus Goal 1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato	$12,000.00	
Focus	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
Goal 1.3		access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)			Low Income			
Focus Goal 1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9	$20,882.33	
Focus Goal 1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9-12	$26,141.00	

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)						
Focus Goal 1.3	**1.3.i**	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$5,000.00	
Focus Goal 1.3	**1.3.n**	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard -	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Academics, Career and College Readiness)						
Focus Goal 1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$4,000.00	
Focus Goal 1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	12	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
Focus Goal 1.4	**1.4.a**	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$166,474.78	
Focus Goal 1.4	**1.4.c**	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$39,154.35	
Focus Goal 1.4	**1.4.d**	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
Focus Goal 1.4	**1.4.e**	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
Focus Goal 1.4	**1.4.f**	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton Middle School, Martin Murphy Middle School, Ann Sobrato High School, Live Oak High School	$15,661.75	
Focus Goal 1.4	**1.4.h**	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$100,312.00	

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 (%)
Focus Goal 1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$44,050.00	
Focus Goal 1.4	**1.4.j**	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3	$0.00	.58
Focus Goal 1.4	**1.4.k**	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton, Murphy, Jackson, San Martin/Gwinn, Live Oak, Sobrato 6-12	$13,000.00	
Focus Goal 1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard -	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nordstrom, Live Oak, Sobrato	$97,904.81	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Academics; Special Education Study)						
Focus Goal 1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
Focus Goal 1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,461.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)						
Focus Goal 1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton	$56,018.62	
Focus Goal 1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$453,398.72	
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,820.00	
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	

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 (%)
		families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,450.99	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,315.00	
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,369.20	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,507.77	
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	

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 (%)
		Absenteeism, Suspension, Graduation Rate)						
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,082.08	
3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Sobrato, SMG, Live Oak	$34,685.00	

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,466.67	
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,945.00	
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that	Yes	LEA-wide	Foster Youth Low Income	All Schools	$528,241.44	

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 (%)
		provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,450.00	
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,123.97	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).						
Focus Goal 3.1	**3.1.a**	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
Focus Goal 3.1	**3.1.b**	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,886,736.66	$18,264,806.23

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)
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$38,011.55	14493.87
1.0	**1.0.b**	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$117,499.36	92923.20
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$165,504.02	154860.36
1.0	**1.0.d**	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students with Disabilities (Differentiated Assistance - Academics).	No	$400,000.00	43632
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for	Yes	$267,497.33	269936.69

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)
		English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).			
1.0	**1.0.f**	Action Discontinued 2025-26. Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.		$0.00	0.00
1.0	**1.0.g**	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	No	$275,580.00	141980.08
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$1,032,596.68	855945.87
1.0	**1.0.i**	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	No	$360,000.00	3281284.41
1.0	**1.0.j**	Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	No	$160,068.51	161476.23
1.0	**1.0.k**	Inventory Control - Ensure maintenance of and equitable access to instructional resources at	No	$29,402.00	28402.94

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)
		all school sites for all students and staff.			
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$128,375.00	137000.47
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$40,064.00	36581.50
1.0	**1.0.n**	Action Discontinued 2025-26. Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).		$0.00	0.00
1.0	**1.0.o**	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$50,415.05	49003.86
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English	Yes	$129,531.53	95911.92

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)
		Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)			
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$129,433.43	99984.08
1.0	**1.0.r**	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$27,477.63	27615.50
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$25,000.00	0.00
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$67,533.10	39873.09
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Yes	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		students (Differentiated Assistance, CA Dashboard).			
1.0	**1.0.v**	Administrative Support focused on Implementing Differentiated Interventions	No	$610,238.00	975071.22
Focus Goal 1.1	**1.1.a**	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	Yes	$88,567.00	142303.24
Focus Goal 1.1	**1.1.b**	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,274,901.15	1301538.44
Focus Goal 1.1	**1.1.c**	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$143,941.75	159168.54
Focus Goal 1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading	Yes	$362,742.01	365100.59

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)
		Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).			
Focus Goal 1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$26,574.00	25874
Focus Goal 1.1	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,060.00	306.34
Focus Goal 1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and	Yes	$112,256.71	59213.83

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)
		improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)			
Focus Goal 1.1	**1.1.h**	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	Yes	$16,000.00	16983.85
Focus Goal 1.1	**1.1.i**	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	No	$6,860.34	1236.14
Focus Goal 1.1	**1.1.j**	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	No	$51,650.00	34014.85
Focus Goal 1.1	**1.1.k**	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	No	$51,585.00	14531.72
Focus Goal 1.1	**1.1.l**	UPK/UTK Instructional Materials - Development and implementation of	No	$51,027.00	3706.16

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)
		a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.			
Focus Goal 1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Yes	$166,068.51	166353.83
Focus Goal 1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Yes	$310,845.73	352334.29
Focus Goal 1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Yes	$166,067.23	166338.47
Focus Goal 1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance	Yes	$33,618.06	16139.48

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)
		and CA School Dashboard - Academics)			
Focus Goal 1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Yes	$10,000.00	20672
Focus Goal 1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	$20,000.00	20000
Focus Goal 1.2	**1.2.e**	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	No	$15,000.00	0.0
Focus Goal 1.2	**1.2.f**	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in	No	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
Focus Goal 1.2	**1.2.g**	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	Yes	$546,278.32	488841.25
Focus Goal 1.2	**1.2.h**	MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$86,675.48	0.00
Focus Goal 1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$39,000.00	25797.41

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)
Focus Goal 1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	$12,000.00	5738.48
Focus Goal 1.3	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)	Yes	$30,000.00	30000
Focus Goal 1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$25,497.00	0.00
Focus Goal 1.3	**1.3.e**	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and	No	$140,000.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)			
Focus Goal 1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$26,992.03	20153.93
Focus Goal 1.3	**1.3.g**	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)	Yes	$5,000.00	5000.00
Focus Goal 1.3	**1.3.h**	Cal-SOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid	Yes	$87,000.00	81250

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)
		advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)			
Focus Goal 1.3	**1.3.i**	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	Yes	$5,000.00	4139.50
Focus Goal 1.3	**1.3.j**	Action Discontinued 2025-26. Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)		$0.00	0.00
Focus Goal 1.3	**1.3.k**	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	No	$15,000.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
Focus Goal 1.3	**1.3.l**	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.	No	$2,372,546.00	2257253.67
Focus Goal 1.3	**1.3.m**	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	No	$165,451.49	185015.64
Focus Goal 1.3	**1.3.n**	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	Yes	$3,000.00	0.00
Focus Goal 1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Yes	$5,861.00	0.00
Focus Goal 1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and	Yes	$3,000.00	3229.23

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)
		Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
Focus Goal 1.3	**1.3.q**	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard - College and Career Readiness)	No	$29,950.00	16095.08
Focus Goal 1.4	**1.4.a**	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$150,453.15	157892.01
Focus Goal 1.4	**1.4.b**	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	No	$24,525.00	10308.09
Focus Goal 1.4	**1.4.c**	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$49,398.75	37401.50
Focus Goal 1.4	**1.4.d**	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance	Yes	$75,559.00	59564.72

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)
		and CA School Dashboard - Academics)			
Focus Goal 1.4	**1.4.e**	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	$1,000.00	1076.11
Focus Goal 1.4	**1.4.f**	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$12,748.06	10525.84
Focus Goal 1.4	**1.4.g**	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	No	$15,930.00	3885.46
Focus Goal 1.4	**1.4.h**	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$24,791.00	0.00
Focus Goal 1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$44,050.00	44050
Focus Goal 1.4	**1.4.j**	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$0.00	0.00
Focus Goal 1.4	**1.4.k**	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$66,406.90	10602.96
Focus Goal 1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning	Yes	$63,786.18	55803.84

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)
		environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)			
Focus Goal 1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	$6,000.00	334.56
Focus Goal 1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	Yes	$33,554.00	13993.34
Focus Goal 1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that	Yes	$55,950.01	55811.67

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)
		students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)			
Focus Goal 1.5	**1.5.e**	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	No	$238,000.00	131737.04
Focus Goal 1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Yes	$33,410.04	13879.54
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Yes	$384,398.72	801406

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)
		students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$18,168.29	8549.28
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$18,000.00	13232.43
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering	Yes	$84,560.01	76868.85

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)
		strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$30,300.00	23065.37
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard -	Yes	$81,580.40	43776.47

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)
		Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0	**2.0.g**	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively support the academic success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$800.00	889.75
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$458,736.37	363241.79
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics,	Yes	$76,425.00	76425

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)
		Chronic Absenteeism, Suspension, Graduation Rate)			
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$91,082.88	58199.26
3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$34,685.00	20000
3.0	**3.0.d**	Student Health and Wellness Curriculum - Provide a structured	Yes	$71,185.00	72940

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)
		program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0	**3.0.e**	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$33,600.00	22357.81
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$30,466.67	30466.67
3.0	**3.0.g**	Educational Alternative Placements - Provide specialized educational settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic,	No	$192,000.00	192000

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)
		behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).			
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$21,945.00	21945
3.0	**3.0.i**	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$159,674.00	152606.53
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$632,316.00	528595.39

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)
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	Yes	$92,000.00	86525
3.0	**3.0.l**	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$45,000.00	45000
3.0	**3.0.m**	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated	No	$396,770.17	396770.17

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)
		Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0	**3.0.n**	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$2,062,500.00	509750.43
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	Yes	$567,352.57	456793.20
3.0	**3.0.p**	School Resource Officer to provide proactive community relations to improve success for all students.	No	$140,400.00	144212
Focus Goal 3.1	**3.1.a**	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for	Yes	$57,000.00	70523.49

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)
		English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
Focus Goal 3.1	**3.1.b**	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$989,012.66	284909.11
Focus Goal 3.1	**3.1.c**	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$1,238,782.00	393855.55

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)
Focus Goal 3.1	**3.1.d**	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$421,190.83	268727.75

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,651,341	$7,658,626.86	$7,085,790.41	$572,836.45	2.300%	2.300%	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)
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$38,011.55	14,493.87		
1.0	**1.0.b**	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$117,499.36	87,770.98		
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$165,504.02	102,141.53		
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for	Yes	$267,497.33	268,286.69		

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)
		instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).					
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$586,368.08	505,177.60		
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$93,375.00	93,375.00		
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$40,064.00	36,581.50		
1.0	**1.0.o**	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Yes	$50,415.05	46,488.36		

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)
		Disadvantaged students. (Differentiated Assistance - Academics)					
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Yes	$129,531.53	95,911.92		
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$129,433.43	75,589.28		
1.0	**1.0.r**	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$1,939.63	1,022.86		
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$25,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		(Differentiated Assistance - Academics)					
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$67,533.10	32,882.89		
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Yes	$0.00	0.00	1.81%	1.81%
Focus Goal 1.1	**1.1.a**	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	Yes	$30,333.00	32,894.12		
Focus Goal 1.1	**1.1.b**	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English	Yes	$1,274,901.15	1,301,538.44		

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)
		Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).					
Focus Goal 1.1	**1.1.c**	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$143,941.75	159,168.54		
Focus Goal 1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$362,742.01	355,508.28		

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)
		(Differentiated Assistance and CA School Dashboard - Academics).					
Focus Goal 1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$23,000.00	23,000.00		
Focus Goal 1.1	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,060.00	306.34		
Focus Goal 1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English	Yes	$112,256.71	59,213.83		

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		Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)					
Focus Goal 1.1	**1.1.h**	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	Yes	$10,500.00	11,136.90		
Focus Goal 1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Yes	$166,068.51	166,353.83		
Focus Goal 1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster	Yes	$310,845.73	352,334.29		

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		Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)					
Focus Goal 1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Yes	$166,067.23	166,338.47		
Focus Goal 1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$33,618.06	16,139.48		
Focus Goal 1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a	Yes	$10,000.00	10,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)					
Focus Goal 1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	$20,000.00	20,000.00		
Focus Goal 1.2	**1.2.g**	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	Yes	$546,278.32	488,841.25		
Focus Goal 1.2	**1.2.h**	MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not	Yes	$86,675.48	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).					
Focus Goal 1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$39,000.00	24,032.71		
Focus Goal 1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	$12,000.00	5,738.48		
Focus Goal 1.3	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and	Yes	$30,000.00	30,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)					
Focus Goal 1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$25,497.00	0.00		
Focus Goal 1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth,	Yes	$26,992.03	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)					
Focus Goal 1.3	**1.3.g**	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)	Yes	$5,000.00	5,000.00		
Focus Goal 1.3	**1.3.h**	Cal-SOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Yes	$87,000.00	81,250.00		
Focus Goal 1.3	**1.3.i**	Professional Development for Academic Counselors - Keeping Academic Counselors	Yes	$5,000.00	4,139.50		

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)
		updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)					
Focus Goal 1.3	**1.3.n**	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	Yes	$3,000.00	0.00		
Focus Goal 1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing	Yes	$5,861.00	0.00		

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		positively to society. (CA Dashboard - Academics, Career and College Readiness)					
Focus Goal 1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	$3,000.00	3,229.23		
Focus Goal 1.4	**1.4.a**	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$150,453.15	157,892.01		
Focus Goal 1.4	**1.4.c**	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$49,398.75	37,401.50		
Focus Goal 1.4	**1.4.d**	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$75,559.00	59,564.72		

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)
Focus Goal 1.4	**1.4.e**	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	$1,000.00	1,076.11		
Focus Goal 1.4	**1.4.f**	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$12,748.06	10,525.84		
Focus Goal 1.4	**1.4.h**	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$24,791.00	0.00		
Focus Goal 1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$44,050.00	44,050.00		
Focus Goal 1.4	**1.4.j**	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes		0.00	0.49%	0.49%
Focus Goal 1.4	**1.4.k**	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$16,406.90	0.00		
Focus Goal 1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully	Yes	$63,786.18	55,803.84		

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		supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)					
Focus Goal 1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	$6,000.00	128.68		
Focus Goal 1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in	Yes	$33,554.00	13,993.34		

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)
		students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)					
Focus Goal 1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	$55,950.01	55,811.67		
Focus Goal 1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Yes	$33,410.04	13,879.54		
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide	Yes	$384,398.72	793,476.14		

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)
		staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$18,168.29	8,549.28		
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in	Yes	$18,000.00	13,232.43		

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		education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$84,560.01	76,868.85		
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective	Yes	$30,300.00	20,158.80		

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		parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$81,580.40	42,175.42		
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English	Yes	$12,507.77	12,473.52		

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)
		Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)					
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$76,425.00	76,425.00		
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and	Yes	$91,082.88	34,199.26		

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)
		Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$34,685.00	20,000.00		
3.0	**3.0.d**	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster	Yes	$11,550.00	12,705.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
3.0	**3.0.e**	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$18,600.00	12,357.81		
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$30,466.67	25,066.67		
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics,	Yes	$21,945.00	21,945.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Chronic Absenteeism, Suspension, Graduation Rate)					
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$632,316.00	528,595.39		
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	Yes	$92,000.00	85,000.00		
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English	Yes	$121,123.97	106,024.93		

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)
		Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).					
Focus Goal 3.1	**3.1.a**	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$57,000.00	70,523.49		
Focus Goal 3.1	**3.1.b**	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students.	Yes	$22,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					

2025-26 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)
87,328,153.00	7,651,341	1.027%	9.789%	$7,085,790.41	2.300%	10.414%	$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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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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