LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Board Adopted on June 18, 2026

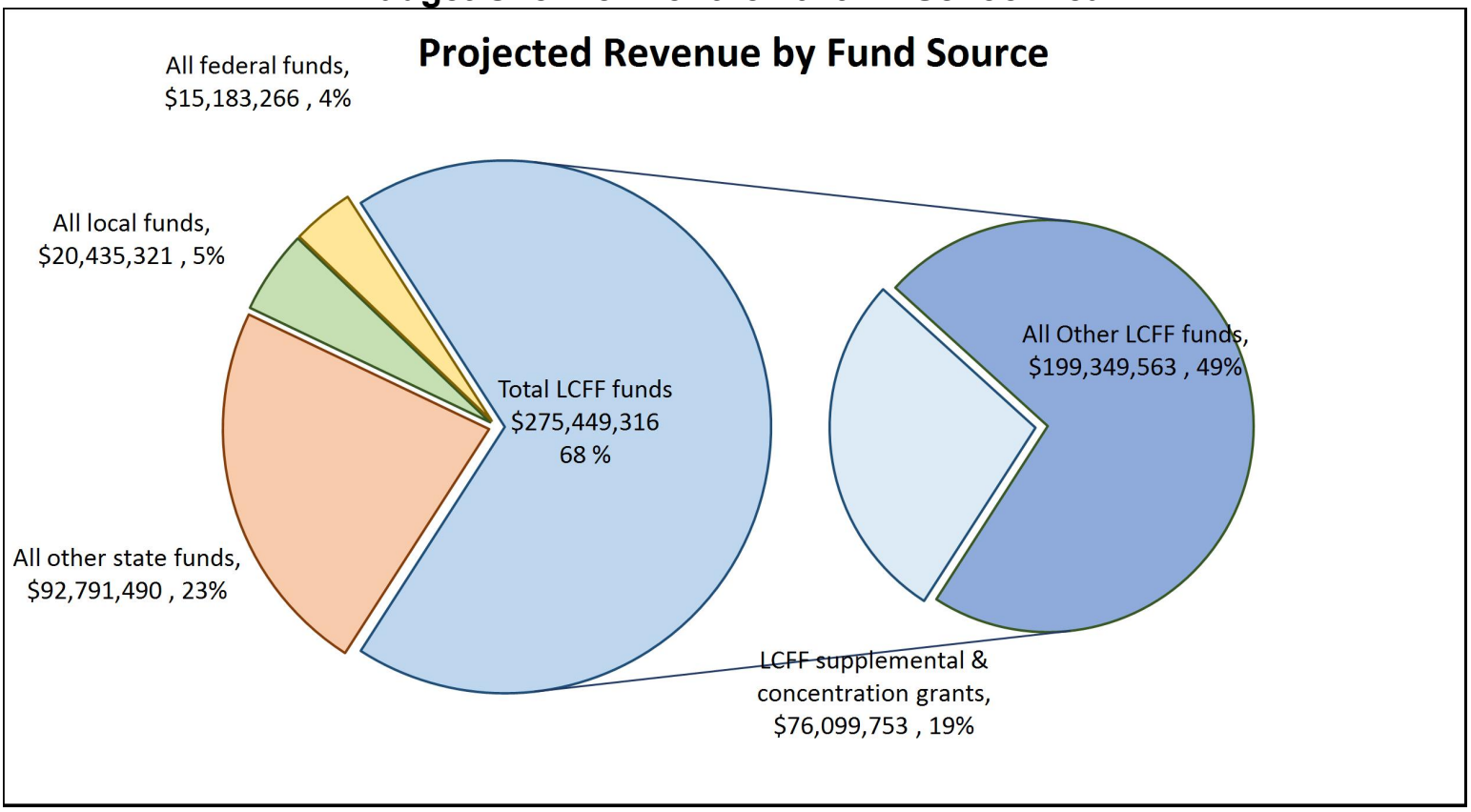
CDS CODE: 36-67819-0000000
ELEMENTARY DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ontario-Montclair School District
CDS Code: 36 67819 0000000
School Year: 2026-27
LEA contact information:
Robert F. Gallagher
Assistant Superintendent, Learning & Teaching
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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

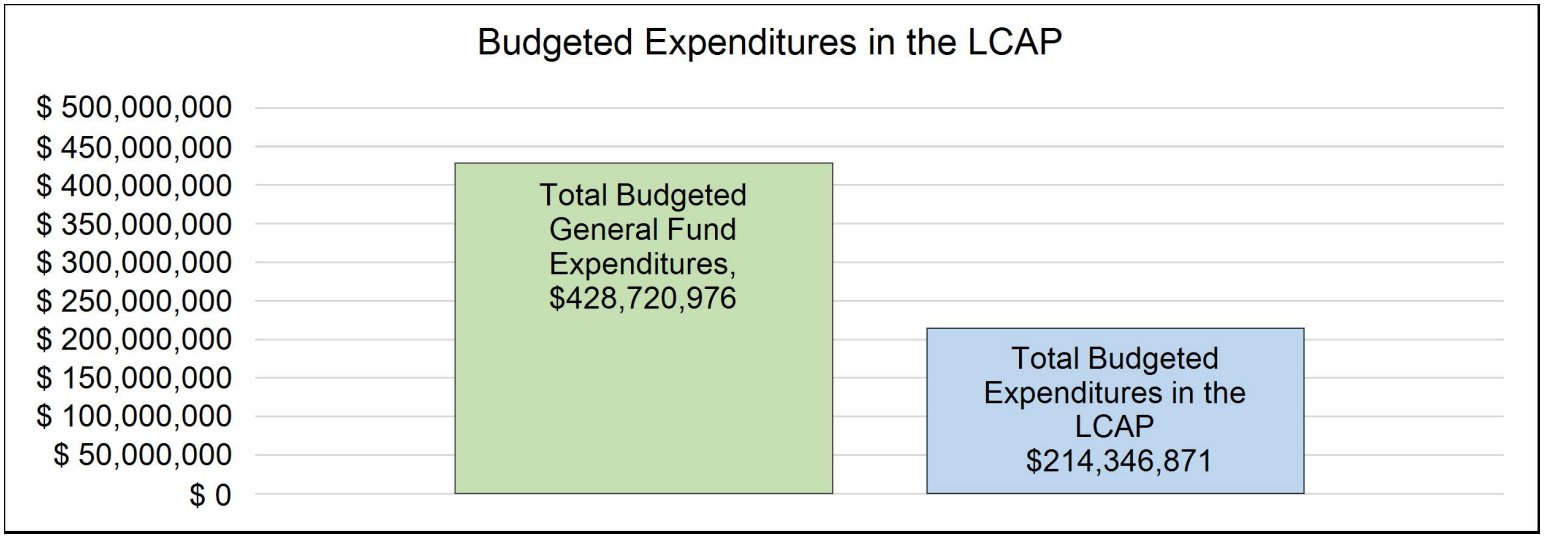


This chart shows the total general purpose revenue Ontario-Montclair School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ontario-Montclair School District is $403,859,393, of which $275,449,316 is Local Control Funding Formula (LCFF), $92,791,490 is other state funds, $20,435,321 is local funds, and $15,183,266 is federal funds. Of the $275,449,316 in LCFF Funds, $76,099,753 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ontario-Montclair School District plans to spend for 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: Ontario-Montclair School District plans to spend $428,720,976 for the 2026-27 school year. Of that amount, $214,346,871 is tied to actions/services in the LCAP and $214,374,105 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

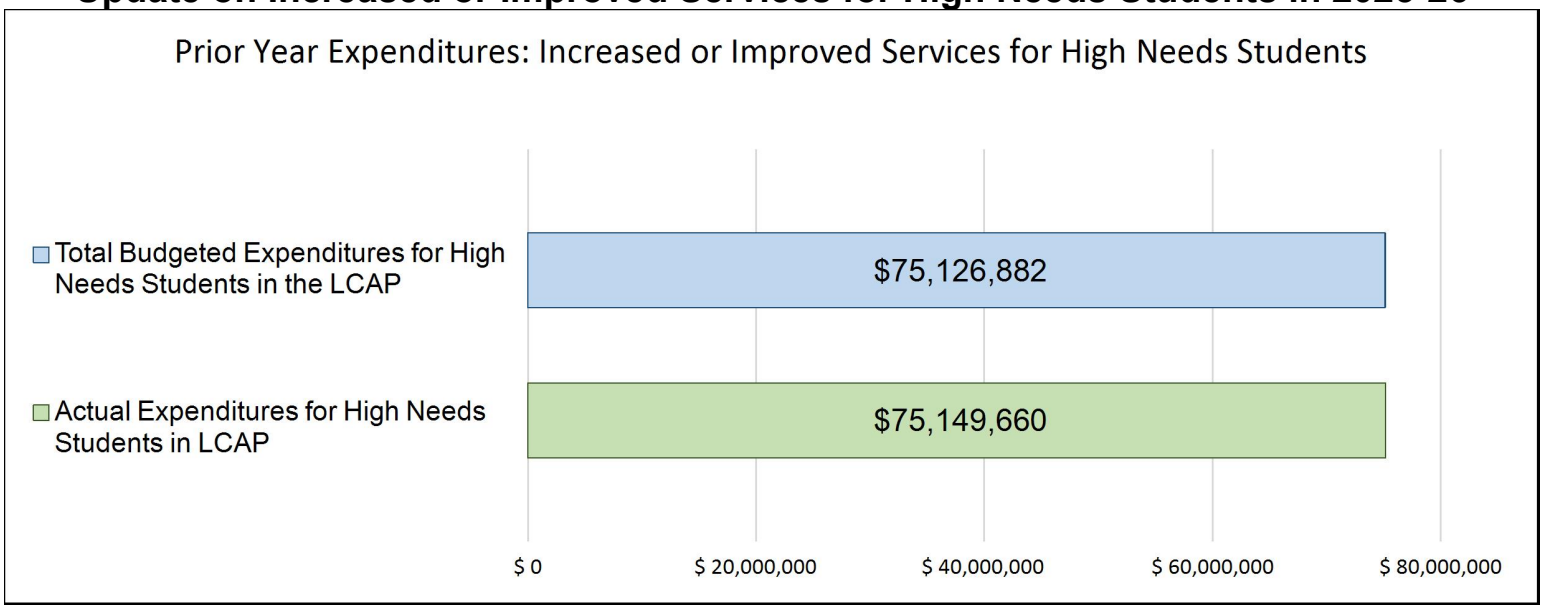
1. Salary and benefits for Certificated and Classified support staff, not included in the LCAP, to support operations, facilities, personnel, business, nutrition, health, wellness, academic, and social-emotional support for students.
2. Facilities and Operations to enhance, repair, and maintain school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

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

In 2026-27, Ontario-Montclair School District is projecting it will receive $76,099,753 based on the enrollment of Foster Youth, English learner, and low-income students. Ontario-Montclair School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ontario-Montclair School District plans to spend $76,275,491 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Ontario-Montclair School District's LCAP budgeted $75,126,882 for planned actions to increase or improve services for high needs students. Ontario-Montclair School District actually spent $75,149,660 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ontario-Montclair School District	Robert F. Gallagher Assistant Superintendent, Learning & Teaching	robert.gallagher@omsd.net (909) 418-6436

Plan Summary [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.

The Ontario-Montclair School District (OMSD), founded in 1884, serves a 26 square-mile area which covers most of the city of Ontario, Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in California. OMSD and its community of families, students, and staff work to promote high academic expectations and student social-emotional health, wellbeing and diversity. In 2025-2026, the Ontario-Montclair School District's 17,695 PreK-8 student population attended 22 elementary schools, 6 middle schools, 4 K-8 schools, 1 Online Academy, and 1 Alternative Program School. Included in the 34 schools are magnet and academy programs, each of which is uniquely designed to provide an option for students to become fully immersed in an enhanced specially designed course of study, and two alternative programs. Additionally, OMSD was made up of 88.1% Hispanic or Latino, English learner 26.2%, .7% African American, 3.3% White, 2.8% Asian, .7% American Indian, .5% Filipino, .3% Pacific Islander, and .8% Two or More Races. Students who fall into the district's unduplicated student count include those who are socio-economically disadvantaged, English Learners, and Foster Youth. Of the 26.2% of English learners, 95% are Spanish speakers and the rest speak other languages. OMSD is a single-district SELPA with 15.5% of our students who have Special Needs. The Ontario-Montclair School District's Gifted and Talented Education program serves 10% of OMSD students districtwide. In 2025-2026 the District supported .5% of students in the foster care system and 11.8% experiencing homelessness. Over the last two years, enrollment has dropped by nearly 500 students yearly.

OMSD is proud to showcase a diverse portfolio of academic excellence, featuring 22 California Distinguished Schools, 11 Gold Ribbon Schools, 19 Pivotal Practice Awardees, 1 CABE Seal of Excellence School, and 1 Leaders in Me Distinguished School. Our specialized programs include International Baccalaureate (IB) Schools, a robust selection of Magnets and Academies, including GATE, Science, and Arts-integrated options, alongside Dual Language Academies in Spanish and Mandarin, an Online Academy, and AVID programs. Beyond

the classroom, OMSD provides music and arts instruction at all grade levels, including elementary and middle school orchestra. With a wide array of expanded learning opportunities and sports, our programs are uniquely designed to allow students to immerse themselves in a course of study tailored to their individual talents and interests.

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

OMSD has designed and implemented a comprehensive Expanded Learning Opportunities Program (ELOP) that includes Transitional Kinder (TK)-8th grade. Comprehensive planning for Universal Transitional Kindergarten (UTK) has allowed for TK age-eligibility expansion in 2024-2025. Instructional Assistants were hired to support TK classes to meet the student to staff ratios for UTK and to provide support for TK and Kindergarten students in the Expanded Learning Opportunities Program (ELOP). Expansion of TK will continue in the 2026-2027 school year with additional Instructional Assistants to support the TK student to staff ratio.

Online Academy has been identified as an Equity Multiplier site. In the 2026-2027 school year, Online Academy, serving student online, will receive Equity Multiplier funding for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate.

Reflections: Annual Performance

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

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

Districtwide

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

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

School Sites-All Student Group showing lowest performance levels

Berlyn
Student Engagement: Chronic Absenteeism

Bon View
Student Engagement: Chronic Absenteeism

Edison
Student Engagement: Chronic Absenteeism

Elderberry
Student Engagement: Chronic Absenteeism

Lehigh
Student Engagement: Chronic Absenteeism

Lincoln
Student Engagement: Chronic Absenteeism

Montera
Student Engagement: Chronic Absenteeism

Ramona
Student Engagement: Chronic Absenteeism

Vineyard
Student Engagement: Chronic Absenteeism

Ray Wiltsey
Student Engagement: Chronic Absenteeism

Serrano
Student Engagement: Chronic Absenteeism

Vernon
Student Engagement: Chronic Absenteeism

Any student group within any school with lowest performance outcomes

Arroyo

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

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

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

Central Language Academy
Academic Indicator: Math (English Learners)

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

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

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

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

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

Hawthorne
Academic Indicator: English Language Arts (English Learners)

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

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

Mariposa
Academic Indicator: English Language Arts (Homeless)

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

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

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

Richard Haynes
Student Engagement: Chronic Absenteeism (Homeless)

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

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

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

Ray Wiltsey Middle
Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (English Learners, Homeless, Students with Disabilities)
School Climate: Suspension (African American)
Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities,

African American, Hispanic)

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

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

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

The Ontario-Montclair School District continues to focus on improving outcomes for all students by utilizing data-driven approaches and targeted support strategies. This year's performance reflects progress in academic performance, academic engagement, and conditions of learning for some student groups. Areas that we have experienced success and shown improvement on the 2025 California School Dashboard outcomes as well as with local data include a decrease in Chronic Absenteeism for All students, Socioeconomically Disadvantaged, English Learners, Foster Youth, Students with Disabilities, and Homeless Youth between 2024 and 2025. All students decreased from 16.3% in 2024 to 10% in 2025, Socioeconomically Disadvantaged students decreased from 17.3% to 10.7%, English learners decreased from 14.7% to 8%, Foster Youth decreased from 11.8% to 10.2%, Students with Disabilities decreased from 22% to 14.9%, and Homeless Youth decreased from 21.9% to 14.4%. Additionally, our Local Attendance Rate increased from 96.2% in 2024 to 96.7% in 2025. The student groups with a greater than 5% decline in chronic absenteeism from 2024 to 2025 were Socioeconomically Disadvantaged with a decrease of 6.6% chronically absent, English learners with a decrease of 6.7% chronically absent, Students with Disabilities with a decrease of 7.1% chronically absent, and Homeless Youth at 7.5% chronically absent. This success is attributed to the focus of site staff such as the Outreach Consultants, Site Outreach Assistants, Student mentors, and district counselors. The targeted staff have engaged with students and parents, identified reasons for absenteeism, and implemented individual plans and behavioral supports to address the needs of struggling students (Goal 3, Actions 3.6)

In our 2025 CA Dashboard academic indicators for English Language Arts (ELA) and Math show OMSD was able to increase 9.4 in ELA and increase 7.4 points in math from the 2024 CA Dashboard. English Learners increased 12.6 points in ELA, Long-Term English learners increased 8.5 points in ELA, SWD increased 7.8 points in ELA, African American increased 8.6 points in ELA, and Hispanic increased 9 points in ELA. In math, our CA Dashboard saw an All student increase of 7.4 points in 2025. The groups that experienced an increase in math in 2025 were Long-Term English learners with a 4.7 point increase in math, English learners with a 10.4 point increase in math, Hispanic a 6.8 point increase in math, Homeless with a 5.3 point increase in math, Socioeconomically disadvantaged students with a 7.2 point increase in math, Filipino with a 6.8 point increase in math, White with a 6.8 increase in math, and Two or More Races with an 18.8 point increase in math.

Our local i-Ready data that was implemented beginning in the 2020-2021 school year shows that our students' numbers in Tier 3 for ELA and

Math maintained and did not increase. Local i-Ready ELA for Foster Youth was at 26% two or more grade levels below in 2025 and 28% two or more grade levels below in 2026. Local i-Ready Math for Foster Youth was at 34% two or more grade levels below in 2025 and 30% two or more grade levels below in 2026. English Learners, Socioeconomically disadvantaged, and Homeless youth maintained two or more grade levels below in i-Ready ELA or i-Ready math. By continuing to provide Multi-Tiered System of Supports (MTSS) training, tiered academic implementation, intervention, intervention resources and assessments, and expanded learning and intervention supports to students, will support the academic achievement of students (Goal 2, Actions 2.6, 2,7, and 2.12).

Learning Recovery Emergency Block Grant (LREBG) Funds

Ontario-Montclair has $6,130,974 (which includes $335,922 indirect cost, based on the District's approved rate, that is not included in the Goals and Actions listed below) in unexpended funds that will be designated to support goals and actions within the LCAP.

The district conducted a comprehensive needs assessment, utilizing the 2025 California School Dashboard data for English Language Arts (ELA), Math, and Chronic Absenteeism, as well as educational partner input and local assessments to identify critical areas of need. This thorough analysis informed the prioritization through seven strategic actions funded, in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional wellbeing of all students, with a particular focus on those who face the greatest challenges.

Goal 1, Action 2: Additional Student Support

Partially funded by LREBG funds, this action aims to lower student-to-teacher ratios in targeted grade levels and teacher subject areas by providing designated intervention and coaching staff, enabling more individualized instruction, fostering improved classroom management, and promoting increased academic engagement and achievement. This action also aims to provide additional support staff to give teachers the opportunity to meet once weekly in professional learning communities to review student data and provide the necessary supports for increased student learning. By providing additional certificated and classified staff, sites can reduce class sizes, provide planning for targeted Tier II intervention with meaningful small group and/or individualized student support, and teachers can implement evidence-based instructional strategies that accelerate learning progress for all students, particularly those who have been disproportionately impacted by learning loss.

The National Bureau of Economic Research (NBER) 2023 research highlights that students in smaller classes show enhanced literacy and numeracy skills, higher levels of engagement, with notable gains among students from low-income backgrounds, www.nber.org. Additionally, the Learning Policy Institute (LPI) Report (2022) findings suggest that class size reductions have the most substantial effect when implemented in early grades (K-3), improving both academic and social-emotional outcomes. The LPI also notes that class size reductions help mitigate the impacts of trauma and learning disruptions caused by the pandemic, https://learningpolicyinstitute.org/. The National Education Association (NEA) Survey (2023) noted that nine out of ten teachers reported that smaller class sizes enhance their ability to provide individualized instruction, classroom management, and targeted interventions, directly improving student engagement and comprehension, https://www.nea.org/nea-today. Also, a report in the US Department of Education, The Effective Implementation of Professional Learning Communities (PLC), emphasizes how when effectively implemented, PLC's significantly improve student success and school culture, https://files.eric.ed.gov/fulltext/EJ1194725.pdf.

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

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

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

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

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

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

Goal 2, Action 4: Magnet, College, and Career & Specialty Programs:

Partially funded by LREBG funds, this action aims to expand and enhance Career Technical Education (CTE) opportunities by funding designated CTE teachers within our school programs at the secondary and elementary level. By increasing the number of specialized

instructional staff, this initiative seeks to support students in high-demand career pathways, enabling more opportunities for career pathways and fostering a direct link between classroom learning and industry-standard skills.

The Brookings Institution (2023) research on CTE implementation demonstrates that students participating in high-quality CTE programs are more likely to graduate high school, enroll in postsecondary education, and earn higher wages. The "applied learning" model of CTE is shown to increase student motivation and school attendance by connecting academic concepts to real-world applications, https://www.brookings.edu/. Additionally, the Association for Career and Technical Education (ACTE) reports indicate that CTE programs bridge the skills gap for underrepresented populations and provide the mentorship necessary for students to earn industry-recognized credentials, https://www.acteonline.org/cte-policy-watch/.

This action is focused on providing students with varied programs and opportunties that are of interest to students. Providing students with specialty programs, magnet schools, and college/career opportunities is essential because these initiatives align educational content with a student's personal identity and future goals. Research indicates that when students have autonomy and interest in their curriculum, they are more likely to take ownership of their learning. Programs that foster a sense of belonging, through shared interests can reduce equity gaps for underserved students, as students find community among peers with similar passions, https://pmc.ncbi.nlm.nih.gov/articles/PMC12547983/.

By aligning with LREBG's goal of accelerating learning progress, this action directly responds to the needs identified in our comprehensive assessment. Providing high-quality CTE instruction through a data-driven process is expected to result in increased student motivation and engagement, improvements in literacy and math through integrated technical curriculum, higher rates of college or career readiness, and a more equitable learning environment that prepares all students for the 21st-century workforce.

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

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

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

This action primarily focuses on effective early literacy instruction by providing teachers with high-quality instructional materials and professional development. Research from the Institute of Education Sciences (IES), emphasizes the importance of evidence-based reading programs such as systematic phonics-based programs significantly improve literacy outcomes in early learners. Additionally important is

expanding teacher expertise by offering opportunities to expand teacher expertise with the Reading and Literacy added Authorization, which allows teachers to become literacy specialists. Research shows that teachers with specialized literacy training significantly improve student reading outcomes (Shanahan & Shanahan, 2020). Literacy specialists help implement evidence-based interventions, particularly for struggling readers (National Literacy Trust, 2023).

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

Goal 2, Action 6: MTSS Academic Implementation

Partially funded by the Learning Recovery Emergency Block Grant (LREBG), this action focuses on developing tiered academic processes and providing professional development in Multi-Tiered System of Supports (MTSS), Evidence-Based Literacy and Math Instruction, and Data-Based instructional decisions. The goal is to equip teachers and building leaders with the skills to monitor instructional quality and implement research-based practices such as Tier 1 (Best First Instruction), Differentiation, and Universal Design for Learning (UDL). These strategies aim to close achievement gaps, cultivate a culture of high expectations, enhance teacher efficacy, and increase mastery of core standards.

This action establishes systems and processes to ensure that all students' diverse learning needs are met through high-quality Tier 1 core instruction and targeted Tier 2 and 3 interventions. School instructional leadership teams will expand MTSS frameworks, provide targeted coaching to staff on differentiated instruction, and facilitate data-driven decision-making protocols. Research indicates that MTSS academic frameworks effectively increase student proficiency rates, reduce inappropriate referrals to special education, and maximize instructional efficiency. For instance, the Center on Multi-Tiered System of Supports highlights that a robust MTSS framework ensures that 80% or more of students meet benchmarks through core instruction alone, creating a more equitable and sustainable academic environment.

Additionally, building leadership capacity to monitor tiered instruction has been shown to significantly impact student outcomes by ensuring instructional consistency and rigor. Research from the Wallace Foundation found that when principals focus on "instructional leadership"—specifically observing classrooms and providing actionable feedback, schools see measurable gains in student achievement and a reduction in learning disparities across racial and socioeconomic groups. https://www.wallacefoundation.org

By integrating robust academic monitoring and teacher supports, this initiative directly addresses learning loss, increases grade-level proficiency, and positively affects students' academic success. It equips educators with the tools to implement diagnostic-driven strategies that benefit the entire student population. Aligned with the allowable uses of LREBG funds, Integrated Pupil & Staff Supports, this action responds to key needs identified in the comprehensive needs assessment, ensuring a focus on instruction and academic supports. Expected outcomes include increased scores on standardized assessments, higher rates of literacy and math proficiency, and a more responsive instructional climate where leadership is empowered to support every learner. Through the strategic use of LREBG funds, the district proactively addresses critical achievement gaps, anticipating significant gains in academic performance and college-and-career readiness,

particularly for our most underserved students.

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

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

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

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	The district reached out to our community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2026-2027 LCAP development meeting dates through public communication methods, including the districtwide calling system, emails, flyers (placed throughout the community), electronic surveys, social media, district's communication platform, videos and OMSD Board public hearings.
All Educational Partners	Two LCAP surveys that opened from September 29, 2025-November 7, 2025 and January 29, 2026-February 27, 2026 was provided for educational partners via social media, the district's communication platform, videos, and emails. Additionally, the districtwide text and email system was used to send an invitation to parents to complete the survey and information was provided how to access the survey. The survey gathered community input regarding views on school culture, school climate, school to home communication, quality of instruction, interventions provided to students, parent opportunities for input and decision making, and open opportunities to share on what to prioritize for their students' success.
Parents representing schools throughout the district: English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, African American, and GATE	LCAP Development meetings took place on January 29 (DELAC and DPAC), January 15 (GATE), February 10 (AAPAC), March 17 (SPED) and April16 (DELAC and DPAC), bringing together educational partners from the community. These sessions were conducted in person and some meetings were also facilitated through Zoom to accommodate participants unable to attend in person. The agenda covered various aspects, including the district's mission and vision,

Educational Partner(s)	Process for Engagement
	LCFF funding, available resources, LCAP goals, planned actions, and the progress towards achieving these goals through metrics embedded within the LCAP. An overview of the 2025 California School Dashboard was presented to assist parents in navigating the site and interpreting the student outcomes on state indicators. Additionally, outcomes for English Language Arts and Math were provided and data pertaining to suspensions, expulsions, and chronic absenteeism were all made available to educational partner in attendance. Discussions took place to gather input as to what goals and actions should be maintained in the 2026-2027 LCAP, as well as, listening to our educational partners' concerns regarding the needs of their children and how the district can provide support.
Principals, teachers, support staff, classified staff, union Representatives, district administrators	LCAP Development meetings aimed to inform and gather input were conducted for site and district personnel through the month of January and February. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, and local data relevant to the 2025-2026 school year to include suspensions, expulsions, attendance, and chronic absenteeism were shared. Additionally, data pertaining to each school site was provided. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were provided via our i-Ready local assessment. Discussion groups were formed to determine which goals and actions were of highest priority and need in the 2026-2027 LCAP. Additionally, educational partners were provided an opportunity to express the successes and challenges they observed while working with students at the site they represented.
Students	Students were administered a survey on October 15-October 31, 2025 to gather input regarding school connectiveness, safety, climate, areas of concern, and areas of success. A 7th and 8th grade group of representatives from each of the 6 Comprehensive and 5 TK-8 Middle Schools, came together as part of the Middle School Congress LCAP Advisory group, to review LCAP goals and actions and to provide LCAP input and ideas around goals and actions that are important to them, at a meeting that was held on January 24, 2026. A student LCAP survey was opened to 7th and 8th graders on January 24, 2026-February 27, 2026 to gather input

Educational Partner(s)	Process for Engagement
	regarding their needs and priorities for their success. Additionally, two student representatives were a part of the District Parent Advisory Committee (DPAC) and attended LCAP Development meetings that took place on January 29, 2026 and April 16, 2026. The 2026-2027 LCAP draft was presented to the student representatives at the DPAC meeting held on May 14, 2026.
Parents, teachers, site administrators, district administrators, site staff, School Site Council members, students	Equity Multiplier School Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Online Academy was identified as Equity Multiplier school. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2025 CA School Dashboard. Meetings for Online Academy were held on February 19 And April 23, 2026. A needs assessment was conducted to determine strengths and weaknesses at the site and to assess if any resource inequalities were present. Educational partners at Online Academy were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal(s) should be included in the School Plan for Student Achievement (SPSA) and LCAP for the school site as it pertained to utilizing Equity Multiplier funding. The school Site Council at Online Academy School approved SPSA actions for utilizing Equity Multiplier funding on May 14, 2026. Through this process, Goal 5 and actions specific to this school have been added to the 2026-2027 LCAP to support student learning and promote a healthy school climate.
SELPA Consultation	The 2026-2027 LCAP draft was presented to the area SELPA Administrator on May 22, 2026.
District Parent Advisory Committee (PAC) District English Learner Advisory Committee (DELAC)	The 2026-2027 LCAP draft was presented to the DPAC and DELAC on May 14, 2026. Questions that were submitted to the Superintendent, received a written response from the Superintendent.
Governing Board Community Members	The 2026-2027 LCAP draft was posted publicly on the district website on June 1, 2026.

Educational Partner(s)	Process for Engagement
	The 2026-2027 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 4, 2026.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 19, 2026.
Governing Board Community Members	The 2026-2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 18, 2026.

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

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

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

Based on educational partner input, the major themes and ideas gathered as well as corresponding 2026-2027 LCAP actions include the following:

Goal 1: Appropriately credentialed teachers, highly qualified support staff and administrators, utilizing adopted instructional materials, equitable resources, and technology aligned to California State Standards, in safe, clean, and well-maintained facilities will be provided to ensure all students access educational and social-emotional programs.
Goal 2: All students will demonstrate growth towards meeting standards in English Language Arts (ELA) and Math, and English learners (ELs) demonstrate progress in developing English language proficiency by accessing an academic program that includes intervention and/or acceleration through a Multi-Tiered System of Supports aligned to the California State standards.
Goal 3: All students are provided equitable access to social-emotional and behavioral supports through the implementation of a Multi-Tiered System of Supports, including student social, emotional, and behavioral health and engagement with peers, families, staff, and the community, to increase instructional time through improved attendance and access to grade level instruction.
Goal 4: All schools will work together with educational partners to support student learning and well-being and nurture meaningful participation in student learning, promote college and career access, and enhance community partnerships.

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

High Academic Standards and Supportive Environments

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

Academic and Targeted Student Support:

Actions Influenced: Goal 2, Actions 2.1, 2.2, 2.3, 2.4, 2.5 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.12
Source: Educational Partner Input, LCAP Development Meetings, 2025 CA School Dashboard Analysis, Benchmark & ELPAC Data
Summary: Educational partners, including students, teachers, and educational partners, emphasize the need for early literacy and leveled supports to enhance student achievement. Input highlights the importance of strengthening foundational skills in English Language Arts and Math through targeted professional development, coaching, and research-based instructional strategies. LCAP Goal 2 is focused on student achievement through a Multi-Tiered System of Supports which includes professional development, coaching and resources (instructional and technology based) for instructional staff, monitoring of learning, specialized programs and courses that accelerate student learning (Goal 2, Actions 2.1, 2.2, 2.3, and 2.4). As a result from the input received from educational partners during LCAP development meetings and an analysis of the 2025 CA School Dashboard, interim benchmark and English Language Proficiency Assessment (ELPAC) data, several actions under Goal 2 contribute to the identified need. Input highlighted the importance of focusing on foundational skills in English Language Arts and Math and Goal 2 Action 2.5 focuses on early literacy PD and support. As well as providing targeted professional development and training to faculty and instructional staff around best-first instruction (research and evidence-based) will further support early literacy and support to struggling readers (Goal 2, Actions 2.2). Actions that focus on student outcomes with a focus on academic and social-emotional needs are included in Goal 2, Actions 2.6, 2.7, and 2.12. These actions will address students' individualized academic and tiered needs through intervention and extended learning opportunities. In prioritizing students who are struggling in English Language Arts and Math, Goal 2, Actions 2.8, 2.9, and 2.10 provide resources and targeted supports designed for English learner, Long-Term English Learners and Newcomer students and Goal 2, Action 2.3 focus on technology integration across content areas to support an increase in ELA and Math achievement. By providing students with programs based on individual interests address the need to provide equitable environments and engaging programs. Goal 2, Actions 2.4 provide access to a broad course of study such as AVID, GATE, STEM,

Performing Arts, Language Programs, International Baccalaureate, and college readiness and Goal 2, Action 2.11 ensures that programs are provided and designed to meet the individually identified instructional and learning needs of our Special Education students.

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

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

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

Parent and Community Engagement:

Actions Influenced: Goal 4, Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Source: Educational Partner Input, LCAP Development Meetings, Parent & Community Surveys
Summary: Educational partners, including parents, students, and staff, emphasize the need for increased parent engagement to support student learning, well-being, and college and career readiness. Prioritized input highlights the importance of offering workshops and training opportunities for families of English Learners and Special Education students, focusing on academic development in English Language Arts and Math, as well as social-emotional well-being. LCAP Goal 4 focuses on meaningful parent participation, decision making, supports to student learning and wellbeing, and college and career access. As a result of the input received from educational partners during LCAP development meetings and surveys, a call for more parent engagement was prioritized. The actions in Goal 4 aim to include parents as partners for improved student outcomes. Goal 4, Actions 4.1, 4.2, and 4.4 will offer parent workshops and trainings pertaining to English Learners and Special Education students such as ELA and Math academic workshops, and training around social emotional wellbeing, and

opportunities to engage in district wide events to build capacity and community, and strategic partnerships for a college going culture (Action 4.5). Additionally, an increase in district communication and engaging families as partners and decision making is addressed in Goal 4, Action 4.3 and 4.6. Action 4.5.

Online Academy's identification as an Equity Multiplier school prompted educational partners to collaborate on a targeted LCAP goal addressing the academic, social-emotional, and socio-economic barriers impacting student success. Educational partner feedback specifically emphasized a need for enhanced academic interventions, including tutoring, reading and math intervention, and individualized support. According to the 2025 CA School Dashboard, the school maintains a strong foundation, with the All students group scoring +11.8 points Above the Standard in ELA and +10.8 points in Math. This upward trajectory is mirrored in key student groups: the Socioeconomically Disadvantaged group scored +9.9 points Above the Standard in ELA and +11.5 points Above the Standard in Math, while the Hispanic group scored +3.3 points Above the Standard in ELA and +6.3 points Above the Standard in Math. Furthermore, Academic Engagement data reflects a positive trend in Chronic Absenteeism, with the All students and Hispanic groups at 3.1%, and the Socioeconomically Disadvantaged group at 3.3%, marking a notable 2% decline from the 2024 dashboard. To sustain this momentum and continue closing gaps, the Online Academy will implement Goal 5, utilizing an additional intervention teacher to provide tiered academic supports in ELA and Math (Action 5.1), alongside dedicated intervention staff focused on integrated mental health, social-emotional well-being, and strengthening school connectedness (Action 5.2).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (FIT)	2023 FIT Tool 0% Extreme Deficiencies	2024 FIT Tool 0% Extreme Deficiencies	2025 FIT Tool 0% Extreme Deficiencies	Facilities Inspection Tool (FIT)	FIT Tool 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					0% Extreme Deficiencies	
1.2	Mis-Assign Report Source: California Statewide Assignment Accountability System (CAL SAAS)	2024 Mis-Assignment Report 0.6% Teachers Mis-Assigned	2025 Mis-Assignment Report 1% Teachers Mis-Assigned	2025 Mis-Assignment Report .67%	Mis-Assign Report .50% Teachers Mis-Assigned	Mis-Assignment Report + .07%
1.3	CAASPP ELA- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS 2024 CA School Dashboard LTEL -89.1 DFS	2024 CA School Dashboard All -25.9 Points DFS SED -30.9 DFS EL -62.6 DFS LTEL -89.1 DFS FY -67.2 DFS SWD -98.2 DFS HY -53.8 DFS	2025 CA School Dashboard All -16.5 Points DFS SED -21.9 DFS EL -50 DFS LTEL -80.6 DFS FY -60 DFS SWD -90.4 DFS HY -46.1 DFS	CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL -77.3 DFS FY -57 DFS SWD -87.4 DFS HY -43.1 DFS	All +10.1 DFS SED +10.1 DFS EL +17.9 DFS LTEL +8.5 FY +3.1 DFS SWD +3.9 DFS HY +3 DFS
1.4	CAASPP Math- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -59.6 DFS EL -88.3 DFS FY -79.7 DFS SWD -122.8 DFS HY -71.5 DFS 2024 CA School Dashboard LTEL -137.7 DFS	2024 CA School Dashboard All -49.8 Points DFS SED -54.9 DFS EL -81.1 DFS LTEL -137.7 DFS FY -82.3 DFS SWD -119.5 DFS HY -75.5 DFS	2025 CA School Dashboard All -42.4 Points DFS SED -47.6 DFS EL -70.7 DFS LTEL -132.3 DFS FY -83 DFS SWD -116.7 DFS HY -70.2 DFS	CA School Dashboard All -45.5 Points DFS SED -29 DFS EL -73.3 DFS LTEL -129.3 DFS FY -80 DFS SWD -113.7 DFS HY -67.2 DFS	All +12.1 DFS SED +12 DFS EL +17.6 DFS LTEL +5.4 FY -3.3 DFS SWD +6.1 DFS HY +1.3 DFS
1.5	Textbook Student Access Source: Local Inventory	2023-2024 100% Students Access Adopted Textbooks	2024-2025 100% Students Access Adopted Textbooks	2025-2026 100% Students Access	100% Students Access Adopted Textbooks	0% Adopted Textbooks

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Adopted Textbooks		
1.6	i-Ready Local Assessment August to May Grade Level Grade: 3rd	2023 to 2024 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +24% EL +20% FY +14% SWD +13% HY +14%	2024 to 2025 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +22% EL +21% FY +25% SWD +12% HY +26%	2025 to 2026 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +21% EL +15% FY +25% SWD +21% HY +19%	Local i-Ready Assessment Continue to increase Early, Mid, Above Grade level +20%(Beginning to End of Year) Reading Diagnostic All +20% SED +20% EL +20% FY +20% SWD + 20% HY +20%	All 0% SED -3% EL -5% FY +11% SWD +8% HY +5%
1.7	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%	2024 CA Dashboard All 16.3% SED 17.3% EL 14.7% FY 11.8% SWD 22% HY 21.9%	2025 CA Dashboard All 10% SED 10.7% EL 8% FY 10.2% SWD 14.9% HY 14.4%	CA School Dashboard All 14.8% SED 15.8% EL 13.2% FY 10.3% SWD 20.5% HY 20.4%	All -13.1% SED -13.6% EL -13.6% FY -12.2% SWD -16.7% HY -13.4%
1.8	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%	2025 Student Information System (SIS) All 96.2% EL 96.6% SED 96% FY 96.3%	2026 Student Information System (SIS) All 96.6% EL 96.7% SED 96.5% FY 97.3%	Student Information System (SIS) All 97.1% EL 97.2% SED 97% FY 97.7%	All +1.7% EL +1.3% SED +1.5% FY +1.9%
1.9	Middle School Drop Out	2023 CALPADS	2024 CALPADS	2025 CALPADS	CALPADS	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS	0%	0%	0%	0%	
1.10	Implementation of State Standards Source: CA School Dashboard	2023 Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability	2024 Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability	2025 Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability	Local Performance Indicator: ELA/ELD: 5/Full Implementation of Sustainability Math: 5/Full Implementation of Sustainability	No Difference
1.11	CAASPP ELA- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All -45.3 DFS EL -83.3 DFS SWD -116.2 DFS Berlyn All -44.7 DFS EL -71.1 DFS Bon View All -58.9 DFS EL -88.1 DFS SWD -116.4 DFS Del Norte All -51.9 DFS SWD -125.3 DFS El Camino All -38.9 DFS EL -78.5 DFS SWD -79 DFS	2024 CA School Dashboard Elementary and K-8 Arroyo All -46.7 DFS EL -86.2 DFS SWD -112 DFS Berlyn All -40.2 DFS EL -64.6 DFS Bon View All -52.8 DFS EL -83.7 DFS SWD -125.9 DFS Del Norte All -53.1 DFS SWD -117.5 DFS El Camino All -36.9 DFS EL -44.9 DFS	2025 CA School Dashboard Elementary and K-8 Arroyo All -24.7 DFS EL -49.2 DFS SWD -108.4 DFS Berlyn All -32.5 DFS EL -58.1 DFS Bon View All -35.4 DFS EL -62.9 DFS SWD -115.2 DFS Del Norte All -44.1 DFS SWD -110.8 DFS El Camino All -42.1 DFS EL -38.4 DFS	CA School Dashboard Elementary and K-8 Arroyo All -36.3 DFS EL -68.3 DFS SWD -105.4 DFS Berlyn All -35.7 DFS EL -56.1 DFS Bon View All -35.4 DFS EL -70 DFS SWD -112.2 DFS Del Norte All -42.9 DFS SWD -107.8 DFS El Camino All -38.9 DFS EL -63.5 DFS	Arroyo All +20.6 DFS EL +34.1 DFS SWD +7.8 DFS Berlyn All +12.2 DFS EL +13 DFS Bon View All +23.5 DFS EL +25.2 DFS SWD +1.2 DFS Del Norte All +7.8 DFS SWD +14.5 DFS El Camino All -3.2 DFS EL +40.1 DFS SWD -6.6 DFS Elderberry All +12.8 DFS SWD -.8 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elderberry All -41 DFS SWD -90.4 DFS Euclid All -47.8 DFS EL -87 DFS Hawthorne All-46.8 DFS EL -78.8 DFS Lehigh All -53.4 DFS EL -89.5 DFS SWD -148.1 DFS Lincoln All -32.7 DFS SWD -91.1 DFS Mariposa All -61.1 DFS HY -77.7 DFS Mission All -29.5 DFS SWD -89.9 DFS Vineyard All -31.9 DFS EL -79.6 DFS SWD -100.4 DFS	SWD -90.1 DFS Elderberry All -31.6 DFS SWD -95.8 DFS Euclid All -43.1 DFS EL -87 DFS Hawthorne All -34 DFS EL -86.4 DFS Lehigh All -45.5 DFS EL -74.4 DFS SWD -131.8 DFS Lincoln All -33 DFS SWD -75.9 DFS Mariposa All -50.2 DFS HY -59.8 DFS Mission All -27.5 DFS SWD -94.1 DFS Vineyard All -37.5 DFS EL -66.4 DFS SWD -112.1 DFS	SWD -85.6 DFS Elderberry All -28.2 DFS SWD -91.2 DFS Euclid All -39.8 DFS EL -76.3 DFS Hawthorne All -21.2 DFS EL -64.8 DFS Lehigh All -37.5 DFS EL -61.2 DFS SWD -124.5 DFS Lincoln All -32.9 DFS SWD -72.3 DFS Mariposa All -53.6 DFS HY -52.4 DFS Mission All -22.1 DFS SWD -89.7 DFS Vineyard All -31.4 DFS EL -59.7 DFS SWD -105.9 DFS	SWD -76 DFS Elderberry All -32 DFS SWD -88.2 DFS Euclid All -38.8 DFS EL -73.3 DFS Hawthorne All -37.8 DFS EL -63.8 DFS Lehigh All -44.4 DFS EL -70 DFS SWD -121.5 DFS Lincoln All -29.9 DFS SWD -70 DFS Mariposa All -55.6 DFS HY -62.7 DFS Mission All -20.5 DFS SWD -86.7 DFS Vineyard All -28.4 DFS EL -64.6 DFS SWD -97.4 DFS	Euclid All +8 DFS EL +10.7 Hawthorne All +25.6 DFS EL +14 DFS Lehigh All +15.9 DFS EL +28.3 DFS SWD +23.6 DFS Lincoln All -.2 DFS SWD +18.8 DFS Mariposa All +7.5 DFS HY +25.3 DFS Mission All +7.4 DFS SWD +.2 DFS Vineyard All +.5 DFS EL +19.9 DFS SWD -5.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CAASPP ELA- School And Student Group (Middle School) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Middle School De Anza All -24.4 DFS SWD -113.5 DFS Oaks All -10.3 DFS EL -77 DFS SWD -103.4 DFS Wiltsey All -31.7 DFS EL -76.1 DFS SWD -115.5 DFS Serrano All -10.5 DFS EL -72.6 DFS SWD -97.7 DFS Vernon All -25.7 DFS EL -91.2 DFS SWD -107.6 DFS Vina Danks All -42.7 DFS EL -95.9 DFS SWD -84.7 DFS	2024 CA School Dashboard Middle School De Anza All -34.3 DFS SWD -117.7 DFS Oaks All -21.3 DFS EL -77.5 DFS SWD -118.3 DFS Wiltsey All -31.6 DFS EL -72.1 DFS SWD -118.8 DFS Serrano All +1.6 DFS EL -71.8 DFS SWD -101.1 DFS Vernon All -26.1 DFS EL -92.6 DFS SWD -110.3 DFS Vina Danks All -50 DFS EL -80.5 DFS SWD -99.2 DFS	2025 CA School Dashboard Middle School De Anza All -29.8 DFS SWD -109.1 DFS Oaks All -16.4 DFS EL -68.2 DFS SWD -110.5 DFS Wiltsey All -24.9 DFS EL -65.4 DFS SWD -112.3 DFS Serrano All +6.2 DFS EL -66.1 DFS SWD -94.8 DFS Vernon All -19.5 DFS EL -84.3 DFS SWD -102.7 DFS Vina Danks All -42.1 DFS EL -73.9 DFS SWD -92.1 DFS	CA School Dashboard Middle School De Anza All -21.4 DFS SWD -106.1 DFS Oaks All -12 DFS EL -65.2 DFS SWD -100.4 DFS Wiltsey All -22.7 DFS EL -62.4 DFS SWD -109.3 DFS Serrano All -1.5 DFS EL -63.1 DFS SWD -91.8 DFS Vernon All -16.7 DFS EL -81.3 DFS SWD -99.7 DFS Vina Danks All -39.1 DFS EL -70 DFS SWD -89.1 DFS	De Anza All -5.4 DFS SWD +4.4 DFS Oaks All -6.1 DFS EL +8.8 DFS SWD -7.1 DFS Wiltsey All +6.8 DFS EL +10.7 DFS SWD +3.2 DFS Serrano All +16.7 DFS EL +6.5 DFS SWD +2.9 DFS Vernon All +6.2 DFS EL +6.9 DFS SWD +4.9 DFS Vina Danks All +.6 DFS EL +22 DFS SWD -7.4 DFS
1.13	CAASPP Math- School And Student Group (Elementary and K-8) Distance from Standard (DFS)	2023 CA School Dashboard Elementary and K-8 Arroyo	2024 CA School Dashboard Elementary and K-8	2025 CA School Dashboard Elementary and K-8	CA School Dashboard Elementary and K-8	Arroyo All +8.8 DFS EL +4.5 DFS SWD +43.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	All -79.2 DFS EL -106.6 DFS SWD -168.2 DFS Bon View All -63.7 DFS SWD -133 DFS Central All -57.4 DFS EL -95.2 DFS Del Norte All -72 DFS SWD -157.4 DFS Euclid All -75.9 DFS EL -100.8 DFS Vineyard All -44.5 DFS SWD -120.8 DFS	Arroyo All -80.1 DFS EL -112.2 DFS SWD -135.8 DFS Bon View All -66.1 DFS SWD -109 DFS Central All -45.7 DFS EL -77.6 DFS Del Norte All -72.6 DFS SWD -135.7 DFS Euclid All -57.6 DFS EL -87.1 DFS Vineyard All -58.6 DFS SWD -150.5 DFS	Arroyo All -70.4 DFS EL -102.1 DFS SWD -124.9 DFS Bon View All -58.2 DFS SWD -102.1 DFS Central All -35.9 DFS EL -68.4 DFS Del Norte All -74.7 DFS SWD -125.1 DFS Euclid All -50.2 DFS EL -79.3 DFS Vineyard All -51.3 DFS SWD -142.2 DFS	Arroyo All -70.2 DFS EL -99.1 DFS SWD -121.9 DFS Bon View All -54.7 DFS SWD -99.1 DFS Central All -48.4 DFS EL -86.2 DFS Del Norte All -69 SWD -122.1 DFS Euclid All -66.9 DFS EL -91.8 DFS Vineyard All -41.5 DFS SWD -117.8 DFS	Bon View All +5.5 DFS SWD +30.9 DFS Central All +21.5 DFS EL +26.8 DFS Del Norte All -2.7 DFS SWD +32.3 DFS Euclid All +25.7 DFS EL +21.5 DFS Vineyard All -6.8 DFS SWD -21.4 DFS
1.14	CAASPP Math- School And Student Group (Middle School) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Middle School Oaks All -64 DFS SWD -156.4 DFS Wiltsey All -86.1 DFS EL -136.3 DFS HY -124.1 DFS SWD -167.8 DFS	2024 CA School Dashboard Middle School Oaks All -59.5 DFS SWD -154 DFS Wiltsey All -100.1 DFS EL -139.2 DFS HY -130.7 DFS SWD -162.7 DFS	2025 CA School Dashboard Middle School Oaks All -52.1 DFS SWD -142.8 DFS Wiltsey All -91.4 DFS EL -128.6 DFS HY -121.5 DFS SWD -148.2 DFS	CA School Dashboard Middle School Oaks All -55 DFS SWD -139.8 DFS Wiltsey All -83.1 DFS EL -125.6 DFS HY -118.5 DFS SWD -145.2 DFS	Oaks All +11.9 DFS SWD +13.6 DFS Wiltsey All -5.3 DFS EL +7.7 DFS HY +2.6 DFS SWD +19.6 DFS Serrano All +22.1 DFS SWD +12.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Serrano All -40.3 DFS SWD -138.8 DFS Vernon All -79.8 DFS SWD -161.4 DFS Vina Danks All -97.4 DFS HY -110.1 DFS SED -101.5 DFS	Serrano All -24.7 DFS SWD -138.2 DFS Vernon All -71 DFS SWD -158.5 DFS Vina Danks All -107.4 DFS HY -119.4 DFS SED -110 DFS	Serrano All -18.2 DFS SWD -126.4 DFS Vernon All -63.5 DFS SWD -141 DFS Vina Danks All -98.2 DFS HY -105.1 DFS SED -102.4 DFS	Serrano All -31.3 DFS SWD -123.4 DFS Vernon All -70.8 DFS SWD -138 DFS Vina Danks All -94.4 DFS HY -102.1 DFS SED -98.5 DFS	Vernon All +16.3 DFS SWD +20.4 DFS Vina Danks All -.8 DFS HY +5 DFS SED -.9 DFS
1.15	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8% Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte All 30.5%	2024 CA School Dashboard Elementary and K-8 Arroyo All 21.4% EL 19.6% HY 26.7% Berlyn ALL 18.1% EL 13.4% HY 24.7% SED 18.8% SWD 29.2% HI 15.7% Bon View ALL 17.9% HY 32.3% SWD 20.2% Del Norte	2025 CA School Dashboard Elementary and K-8 Arroyo All 15.2% EL 13.1% HY 19.4% Berlyn ALL 12.4% EL 10.2% HY 16.8% SED 12.8% SWD 21.5% HI 11.7% Bon View ALL 13.1% HY 22.5% SWD 16.8% Del Norte	CA School Dashboard Elementary and K-8 Arroyo ALL: 19.9% EL: 18.1% HY: 25.2% Berlyn ALL: 16.6% EL: 11.9% HY: 24.7% SED: 17.3% SWD: 27.7% HI: 14.2% Bon View ALL: 16.4% HY: 30.2% SWD: 18.7% Del Norte	Arroyo All -13.1% EL -15.9% HY -28% Berlyn ALL -10.3% EL -7.8% HY -10.9% SED -11.2% SWD -14% HI -10.1% Bon View ALL -14.2% HY -9.5% SWD -15.7% Del Norte All -10.7% SWD -6.6% Edison ALL -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 36% Edison ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5% Euclid All 18.4% HY 23.4% Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18% Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2% Montera ALL 28.8%	All 27.1% SWD 38.7% Edison ALL 10.4% HY 25.5% SED 12.2% HI 11% Elderberry ALL 18% EL 11.1% HY 21.4% SED 19% SWD 22.9% AA 53.1% Euclid All 11.4% HY 7.3% Lehigh ALL 14.7% EL 12.7% HY 22.1% SED 15.6% HI 14.8% Lincoln ALL 18.5% EL 15.8% HY 23.1% SED 18.5% SWD 35.5% HI 15.9% Montera	All 19.8% SWD 29.4% Edison ALL 8.1% HY 18.2% SED 9.2% HI 8.5% Elderberry ALL 13.5% EL 9.2% HY 15.1% SED 14.1% SWD 18.4% AA 25.9% Euclid All 8.6% HY 5.2% Lehigh ALL 11.2% EL 10.4% HY 16.8% SED 12.1% HI 10.8% Lincoln ALL 14.1% EL 11.2% HY 18.4% SED 14.5% SWD 26.2% HI 13.9% Montera	ALL: 25.6% SWD: 37.2% Edison ALL: 8.9% HY: 24.0% SED: 10.7% HI: 9.5% Elderberry ALL: 16.5% EL: 9.6% HY: 19.9% SED: 17.5% SWD: 21.4% AA: 44.5% Euclid ALL: 9.9% HY: 5.8% Lehigh ALL: 13.2% EL: 11.2% HY: 20.6% SED: 14.1% HI: 13.3% Lincoln ALL: 17.0% EL: 14.3% HY: 21.6% SED: 17.0% SWD: 34.0% HI: 14.4% Montera	HY -6.8% SED -8.6% HI -7.4% Elderberry ALL -13.6% EL -13.8% HY -13.6% SED -14.6% SWD -13.3% AA -21.6% Euclid All -9.8% HY -18.2% Lehigh ALL -6.2% EL -6.8% HY -4.8% SED -5.8% HI -7.2% Lincoln ALL -14.4% EL -10.7% HY -16.1% SED -13% SWD -25.3% HI -11.3% Montera ALL -13.1% EL -13.8% HY -1.8% SED -13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 28% HY 25.9% SED 29.8% Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31% Haynes All 26.9% HY 29.4% Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%	ALL 20.3% EL 19% HY 31.4% SED 21.7% Ramona ALL 21.7% SED 22.8% SWD 20.8% HI 22.4% Haynes All 17.1% HY 20.8% Vineyard ALL 9.1% EL 9.1% HY 11% SED 9.2% SWD 16.4% HI 8.7%	ALL 15.7% EL 14.2% HY 24.1% SED 16.7% Ramona ALL 16.2% SED 17% SWD 17.4% HI 16.4% Haynes All 12.8% HY 15.3% Vineyard ALL 6.4% EL 5.2% HY 8.1% SED 9.2% SWD 11.2% HI 8.7%	ALL: 18.8% EL: 17.5% HY: 29.9% SED: 20.2% Ramona ALL: 20.2% SED: 21.3% SWD: 19.3% HI: 20.9% Haynes ALL: 15.6% HY: 19.3% Vineyard ALL: 7.6% EL: 7.6% HY: 9.5% SED: 7.7% SWD: 14.9% HI: 7.2%	Ramona ALL -14.2% SED -14.4% SWD -21.1% HI -14.6% Haynes All -14.1% HY -14.1% Vineyard ALL -7.5% EL -6.7% HY -14.7% SED -5.4% SWD -14.2% HI -3.9%
1.16	Chronic Absenteeism-School and Student Group (Middle School) Percentage Source: CA School Dashboard	2023 CA School Dashboard Middle School Wiltsey ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7% Serrano ALL 21.5%	2024 CA School Dashboard Middle School Wiltsey ALL 18.1% EL 18.5% HY 27.7% SED 18.9% SWD 27.7% AA 30.8% HI 17.6% Serrano ALL 14.8%	2025 CA School Dashboard Middle School Wiltsey ALL 14.2% EL 15.1% HY 21.4% SED 14.8% SWD 22.3% AA 24.1% HI 13.9% Serrano ALL 11.8%	CA School Dashboard Middle School Wiltsey ALL: 16.6% EL: 17.0% HY: 26.2% SED: 17.4% SWD: 26.2% AA: 28.4% HI: 16.1% Serrano ALL: 13.3%	Wiltsey ALL -13.5% EL -11% HY -12.2% SED -13.3% SWD -13.8% AA -5.8% HI -13.8% Serrano ALL -9.7% EL -13.8% SED -9.6% HI -10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 26.7% SED 22% HI 21.6% Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%	EL 17.4% SED 15.5% HI 14.3% Vernon ALL 13.8% EL 12.4% HY 10% SED 13.9% SWD 17.3% HI 13.4%	EL 12.9% SED 12.4% HI 11.5% Vernon ALL 10.6% EL 10.1% HY 8.5% SED 10.9% SWD 14.2% HI 10.4%	EL: 15.9% SED: 14.0% HI: 12.8% Vernon ALL: 12.3% EL: 10.9% HY: 8.5% SED: 12.4% SWD: 15.8% HI: 11.9%	Vernon ALL -6.7% EL -11.6% HY -13.5% SED -6.8% SWD -11.5% HI -7%

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.

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

Action 1.1 (Transportation & Safety) was fully implemented with no substantive differences. The Transportation Department successfully transported 650 students daily across 51 blended routes, maintaining a fleet of 80 vehicles with 59 drivers. Notably, 70% of the fleet was wheelchair accessible, ensuring full inclusion for students with orthopedic needs. Specialized equipment, including Safeguard Star seats and buckle guards, was integrated to meet individual student IEP requirements, and four dedicated Instructional Assistant Bus Aides were deployed to support students with complex learning and behavioral needs. A key challenge was the difficulty in keeping pace with the high demand for new drivers due to a competitive labor market for commercial drivers but all needed transportation needs were still met. This demonstrated a strong commitment to enriching educational experiences beyond the classroom.

Action 1.2 (Additional Student Support) was fully implemented with no substantive differences. The district continued to provide paraprofessionals, Teachers on Assignment, and Intervention Teachers across elementary and middle school sites. OMSD continued to offer three days of Physical Education to increase teacher collaboration time for Professional Learning Communities and provided each K-8 middle school teacher with five days of preparation time. Staffing was maintained at the previous year's level, with 18 PE Teachers and 74 PE Assistants supporting this ongoing initiative.

Action 1.3 (Technology Infrastructure & Access) was fully implemented. The district purchased replacement devices to replenish the student 1:1 device inventory, maintaining its commitment to ensuring all students have access to a student laptop to support academic learning. Additionally, classroom technology for teachers, such as projectors, document cameras, and teacher laptops, was also upgraded.

Action 1.4 (Base Program Staffing) was fully implemented. Base programs were adequately offered and staffed throughout the 2025-26 school year, ensuring students had access to qualified instructional staff to support academic achievement in Language Arts, Math, and social-emotional learning. In addition, Instructional Assistants were hired to support the continued expansion of Transitional Kinder.

Action 1.5 (Staff Recruitment & Retention) was fully implemented. The Human Resources Division continued recruiting and retaining qualified certificated staff through targeted recruitment, streamlined hiring processes, and expanded outreach, which contributed to improved applicant pools in key areas. A challenge that persisted was filling classified substitute positions, which continued to experience higher vacancy rates and longer recruitment timelines. The district also supported a resident teacher program that was developed with Claremont Graduate University which further secured highly qualified teachers to support in filling for retirement, promotions, and staff relocations.

Action 1.6 (Core Instructional Materials) was fully implemented. Textbooks in all core content areas were provided to students across the district. Consumable materials were ordered for school sites as needed. Preschool teachers received consumables aligned with the adopted Benchmark Ready to Advance curriculum, and additional TK curriculum kits were purchased for new TK classrooms. The district also adopted the Unique Learning Systems curriculum for students with Extensive Support Needs, providing standards-aligned content with built-in differentiation. A challenge noted was that the Unique Learning Systems materials are initially all digital, which does not align well with students who need or prefer hands-on learning experiences, requiring considerable time and resources for printing and preparation. The district has finalized the process of adopting a new math curriculum, scheduled for implementation in the 2026–2027 school year.

Action 1.7 (Teacher Initiated Professional Development) was fully implemented. The Teacher Initiated Funds successfully supported targeted professional growth aligned to school priorities. Teachers attended specific conferences covering topics such as social-emotional development, small group instruction, and thinking classrooms in math. A notable success was the high level of interest and engagement from staff, with funds fully exhausted prior to Spring 2026, demonstrating strong demand and commitment to continuous improvement.

Action 1.8 (Safe & Maintained Facilities) was fully implemented. The Operations Department processed 8,978 maintenance work orders, completing 8,255 with an average response time of 10 days. Additionally, 179 of 254 preventative maintenance tasks were completed (more to be completed through the end of the school year), and over 20 capital improvement projects were executed, including new roofing, flooring, upgraded landscaping, and asphalt/concrete replacement. These efforts ensured that critical systems such as HVAC, lighting, and plumbing remained reliable, minimizing classroom disruptions and providing modern, well-maintained facilities for students and staff.

Action 1.9 (Classified Staff PD) was fully implemented. The district was able to host the yearly Classified Leadership Conference during the school year. The broader systems and structures for ongoing, intentional classified staff professional learning are in the planning and development phases and are being refined to ensure consistency, relevance, and impact across all sites. A challenge included difficulty recruiting PE Assistant substitutes due to a limited applicant pool, which affected consistent program support.

Overall, the district demonstrated a strong commitment to the goals outlined in Goal 1. Nine actions were fully implemented, reflecting consistent progress in providing safe learning environments, equitable resources, qualified staff, and access to technology and instructional

materials. Action 1.9 represents an area for continued development, as the district works to build out a comprehensive and sustainable professional learning system for classified staff.

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

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

A material difference in Action 1.3 (Technology Infrastructure & Access) occurred due a reduced amount needed to purchase 1:1 student laptops and staff devices to replace non-functioning and/or upgraded devices. The multiyear replacement plan will be adjusted to reflect the need.

A material difference in Action 1.5 (Staff Recruitment & Retention) occurred because the actual salary for personnel costs were higher than projected.

A material difference in Action 1.6 (Core Instructional Materials) occcurred due to Math materials adoption costs being higher than projected.

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

Action 1.1 (Transportation and Safety) is demonstrating strong effectiveness in making progress toward Goal 1. For Metric 1.7 (Chronic Absenteeism), all student groups have shown significant decreases from baseline: All students decreased by 13.1%, Socioeconomically Disadvantaged (SED) students decreased by 13.6%, English Learners (EL) decreased by 13.6%, Foster Youth (FY) decreased by 12.2%, Students with Disabilities (SWD) decreased by 16.7%, and Homeless Youth (HY) decreased by 13.4%. For Metric 1.8 (Attendance Rate), all student groups improved from baseline: All students increased by 1.7%, EL students increased by 1.3%, SED students increased by 1.5%, and FY students increased by 1.9%. Because this action is marked as contributing, it is important to note that the Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance, and Foster Youth experienced a 12.2% decrease in chronic absenteeism and a 1.9% increase in attendance. English Learners also benefited with a 13.6% decrease in chronic absenteeism and a 1.3% increase in attendance. These results suggest that providing transportation to remove barriers for unduplicated student groups is effectively supporting improved attendance and reduced chronic absenteeism.

The evaluation of Action 1.2 (Additional Student Support), is demonstrating mixed effectiveness. For Metric 1.3 (CAASPP ELA DFS), positive gains from baseline are evident: All students improved by +10.1 DFS, SED by +10.1 DFS, EL by +17.9 DFS, Long-Term English Learners (LTEL) by +8.5 DFS, FY by +3.1 DFS, SWD by +3.9 DFS, and HY by +3.0 DFS. For Metric 1.4 (CAASPP Math DFS), results are more varied: All students improved by +12.1 DFS, EL by +17.6 DFS, LTEL by +5.4 DFS, HY +1.3DFS and SWD by +6.1 DFS. However, SED students improved by +12 DFS, and FY declined by -3.3 DFS. For Metric 1.9 (Middle School Drop Out), the rate remains at 0%, showing no difference from baseline, which reflects continued effectiveness in dropout prevention. For Metric 1.11 (CAASPP ELA Elementary/K-8 by School), Notable gains include Arroyo All +20.6 DFS and EL +34.1 DFS; Bon View All +23.5 DFS and EL +25.2 DFS; Hawthorne All +25.6 DFS; Lehigh All +15.9 DFS, EL +28.3 DFS, and SWD +23.6 DFS. However, some sites showed limited progress: El Camino All -3.2 DFS (though EL +40.1 DFS); Lincoln All -0.2 DFS; Mariposa All +7.5 DFS (though HY +25.3 DFS); and Vineyard SWD -5.5 DFS. For Metric 1.12 (CAASPP ELA Middle School by School), Serrano All +16.7 DFS and EL +6.5 DFS; Wiltsey All +6.8 DFS and EL +10.7 DFS; Vernon All +6.2 DFS and EL +6.9 DFS; Vina Danks EL +22.0 DFS. However, De Anza All -5.4 DFS and Oaks All -6.1 DFS

(though Oaks EL +8.8 DFS and Vina Danks SWD -7.4 DFS). For Metric 1.13 (CAASPP Math Elementary/K-8 by School), results from baseline are mixed: Arroyo All +8.8 DFS, EL +4.5 DFS, and SWD +43.3 DFS; Central All +21.5 DFS and EL +26.8 DFS; Euclid All +25.7 DFS and EL +21.5 DFS; Bon View All +5.5 DFS and SWD +30.9 DFS; Del Norte SWD +32.3 DFS. However, Del Norte All -2.7 DFS and Vineyard All -6.8 DFS and SWD -21.4 DFS. For Metric 1.14 (CAASPP Math Middle School by School), Serrano All +22.1 DFS and SWD +12.4 DFS; Vernon All +16.3 DFS and SWD +20.4 DFS; Oaks All +11.9 DFS and SWD +13.6 DFS; Wiltsey EL +7.7 DFS and SWD +19.6 DFS. However, Wiltsey All -5.3 DFS and Vina Danks All -0.8 DFS, HY +5.0 DFS, and SED -0.9 DFS. Because this action is contributing, English Learners are showing the strongest gains districtwide in both ELA (+17.9 DFS) and Math (+17.6 DFS). Low Income (SED) students show strong ELA gains (+10.1 DFS) and Math (+12). Foster Youth show modest ELA gains (+3.1 DFS) but a decline in Math (-3.3 DFS). The site-level variation suggests that implementation quality and the effectiveness of additional student support staff differ across schools, indicating a need for more consistent and targeted intervention for FY students, particularly in Math. These results highlight the importance of strengthening intervention programs by incorporating data-driven instruction. Educational partner feedback emphasized the need to focus on intervention by providing more one one on one or small group time with students. While intervention and small group instruction is a priority to provide multitiered, providing additional student support will further allow staff to decrease the student to staff ratio and target FY, SWD, and HY groups.

Action 1.3 (Technology and Infrastructure and Access) is demonstrating partial effectiveness. For Metric 1.3 (CAASPP ELA DFS), all student groups showed improvement from baseline: All students +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 1.4 (CAASPP Math DFS), gains were evident for several groups: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, and SWD +6.1 DFS and SED +12 DFS. However, FY declined -3.3 DFS, and HY +1.3 DFS. Because this action is contributing, English Learners are benefiting most from technology access with strong gains in both ELA (+17.9 DFS) and Math (+17.6 DFS). Low Income (SED) students are improving in ELA (+10.1 DFS) and in Math (+12 DFS). Foster Youth show modest ELA gains (+3.1 DFS) but a decline in Math (-3.3 DFS). These results suggest that technology infrastructure and access are supporting ELA growth across unduplicated groups, but additional strategies may be needed to leverage technology more effectively for Math achievement, particularly for FY students.

Action 1.4 (Base Program Staffing) is demonstrating mixed effectiveness. For Metric 1.3 (CAASPP ELA DFS), all groups improved from baseline: All students +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 1.4 (CAASPP Math DFS), results are mixed: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, SWD +6.1 DFS and SED +12. However, SED declined -15.6 DFS, FY -3.3 DFS, and HY +1.3 DFS. For Metric 1.6 (i-Ready 3rd Grade Reading Diagnostic), the current difference from baseline shows: All +0%, SED -3%, EL -5%, FY +11%, SWD +8%, and HY +5%. While some groups are maintaining or slightly exceeding the baseline growth target, English Learners showed a -5% decline from baseline and SED showed a -3% decline, indicating that base program staffing may need to be supplemented with more targeted early literacy support for these groups. Foster Youth showed the strongest i-Ready improvement from baseline at +11%, and SWD improved +8%.

Actions 1.5 (Staff Recruitment and Retention) is demonstrating effectiveness in maintaining conditions for learning. For Metric 1.10 (Implementation of State Standards), there is no difference from baseline, as the district continues to maintain Level 5 – Full Implementation and Sustainability for both ELA/ELD and Math. For Metric 1.3 (CAASPP ELA DFS), all groups improved from baseline, with the strongest gains for EL (+17.9 DFS) and All/SED (+10.1 DFS each). For Metric 1.4 (CAASPP Math DFS), gains are evident for All (+12.1 DFS), EL (+17.6 DFS), HY (+1.3), SWD (+6.1 DFS), and SED (+12 DFS), though FY (-3.3 DFS) declined. The sustained full implementation of state standards reflects the district's success in recruiting and retaining qualified staff who can deliver standards-aligned instruction. The sustained

full implementation of state standards reflects the district's success in recruiting and retaining qualified staff who can deliver standards-aligned instruction. The Mis-Assignment Report (Metric 1.2) shows a +0.07% increase from baseline, which is a slight uptick but remains relatively low.

Action 1.6 (Core Instructional Materials) is demonstrating full effectiveness. For Metric 1.10 (Implementation of State Standards): No difference from baseline. The district continues to maintain Level 5, full implementation and sustainability for both ELA/ELD and Math. Additionally, Metric 1.5 (Textbook Student Access) shows 0% difference from baseline, confirming that 100% of students continue to have access to adopted textbooks.This action ensures that all students have the foundational materials needed to access standards-aligned instruction, which is a critical condition for learning.

Action 1.7 (Teacher-Initiated Professional Development) is demonstrating partial effectiveness. For Metric 1.3 (CAASPP ELA DFS): All students +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 1.4 (CAASPP Math DFS): All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, SWD +6.1 DFS, and SED +12 DFS. However, FY declined -3.3 DFS, and HY +1.3 DFS. For Metric 1.10 (Implementation of State Standards): There is no difference from baseline, maintaining Level 5, full implementation and sustainability. Because this action is contributing, English Learners are showing the strongest academic gains, suggesting that teacher-initiated professional development is positively impacting instructional practices for this group. However, Foster Youth's modest gains suggest that professional development opportunities may need to be more intentionally focused on strategies that address the specific academic needs of these unduplicated groups, particularly in mathematics.

Action 1.8 (Safe and Maintained Facilities) is demonstrating full effectiveness. For Metric 1.1 (Facilities Inspection Tool), there is 0% difference from baseline, with the district maintaining 0% extreme deficiencies. This reflects the district's continued commitment to providing safe, clean, and well-maintained facilities for all students and staff, which is a foundational condition for learning. Educational partners' recognition of how these improvements support their focus on both academics and student well-being affirms that excellent facilities are not just about buildings, they are about creating environments where all students can thrive.

Action 1.9 (Classified Staff Professional Development) is demonstrating partial effectiveness. For Metric 1.3 (CAASPP ELA DFS), all groups improved from baseline: All students +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 1.4 (CAASPP Math DFS), results are mixed: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, HY +1.3, SWD +6.1 DFS, and SED +12. However FY declined -3.3 DFS. For Metric 1.10 (Implementation of State Standards), there is no difference from baseline, maintaining Level 5, full implementation and sustainability. Because this action is contributing, it is important to highlight that English Learners and Socioeconomically Disadvantaged students continue to show the strongest gains, suggesting classified staff professional development is supporting this group effectively. However, the Math declines for Foster Youth (-3.3 DFS), indicate that classified professional development may benefit from a stronger focus on Math support strategies and pargeted approches for this student group. Expanding opportunities for classified staff to engage in self-selected, meaningful professional development will continue to enhance their capacity to meet diverse student needs.

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

The Plan Summary Reflections for LREBG, Action 1.2 has been updated to include PLC work.

Metric 1.2 (Mis-Assignment Report), Target for Year 3 Outcome, has been adjusted to 0.50% from 0% to accurately reflect current growth over the past two years.

Metric 1.3 (CAASPP ELA, District), Target for Year 3 Outcome data has been updated for LTEL (-77.6 from -70), FY (-57 from -48.1), SWD (-87.4 from -70), and HY (-43.1 from -34.1) to reflect a more accurate 3 point growth each year for these student groups.

Metric 1.4 (CAASPP Math, District), Target for Year 3 Outcome data has been updated for SED (-29 from -17) and LTEL (-129.3 from -95) to reflect a more accurate 3 point growth each year for these student groups. Additionally, a correction was made to the SWD Baseline (-122.8 from -59.6) and the Targeted Outcome (-113.7 from -44.6). Additionally, due to a clerical error, SED baseline data has been corrected to reflect -59.6 DFS.

The Target for Year 3 Outcome for Metric 1.8 (Attendance Rate) has been revised for all student groups to align with a +.5% growth target, as current trends show an average growth of .5% each year.

The Target for Year 3 Outcome for Metric 1.11 (CAASPP ELA-Elementary School) has been revised to establish a new three-year target for several student groups, including Bon View All (-32.4 from -49.9), El Camino SWD (-76 from -64), Elderberry SWD (-88.2 from -70), and Vineyard SWD (-97.4 from -97), to reflect a more accurate 3 point growth each year for these student groups.

The Target for Year 3 Outcome for Metric 1.12 (CAASPP ELA-Middle School) has been revised to establish a new three-year target for most student groups, including adjustments for De Anza (All: -21.4; SWD: -106.1), Oaks (EL: -65.2; SWD: -100.4), Wiltsey (EL: -62.4; SWD: -109.3), Serrano (EL: -63.1; SWD: -91.8), Vernon (EL: -81.3; SWD: -99.7), and Vina Danks (All: -39.1; SWD: -89.1) to reflect a more accurate 3 point growth each year for these student groups.

The Target for Year 3 Outcome for Metric 1.13 (CAASPP Math-Elementary School) has been revised to establish a new three-year target for specific student groups, including Arroyo (EL: -99.1; SWD: -121.9), Bon View (SWD: -99.1), Del Norte (All: -69; SWD: -122.1), and Vineyard (All: -41.5; SWD: -117.8) to reflect a more accurate 3 point growth each year for these student groups.

The Target for year 3 Outcome for Metric 1.14 (CAASPP Math-Middle School) has been revised to establish a new three-year target for several schools, including Oaks (SWD: -139.8), Wiltsey (All: -83.1; EL: -125.6; HY: -118.5; SWD: 145.2), Serrano (SWD: -123.4), Vernon (SWD: -138), and Vina Danks (All: -94.4; HY: -102.1; SED: -98.5) to reflect a more accurate 3 point growth each year for these student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Transportation & Safety	The Business Services Division will provide bus transportation to and from school to students who live 3.5 miles away from their school principally directed to meet our low income and foster youth to promote daily student academic and social emotional learning engagement as measured by M1.7 and M1.8.	$5,048,844.00	Yes
1.2	Additional Student Support	The District will provide paraprofessionals, Teachers on Assignments (TOAs), and Intervention teachers in the elementary and middle schools principally directed to meet low income, foster youth, and English learners, to identify, support and close learning gaps for students by providing direct academic services as measured by M1.3, M1.4, M1.9, M1.11, M1.12, M1.13, and M1.14. LREBG ACTION: $4,443,315	$30,971,091.00	Yes
1.3	Technology Infrastructure & Access	The Division of Business Services will improve infrastructure systems and technology devices, principally directed to low income, foster youth, and English learners, to address academic learning gaps and collaborative learning opportunities, as measured by M1.3 and M1.4.	$2,072,757.00	Yes
1.4	Base Program Staffing	The District will provide base school and district staff for all students to meet basic students' academic achievement in Language Arts and Math, and social-emotional learning, as measured by M1.3, M1.4, and M1.6.	$30,895,180.00	No
1.5	Staff Recruitment & Retention	The Human Resources Division will recruit and retain highly qualified school and district personnel for all students, to maintain rigorous academic learning environments, social-emotional and mental health services, as measured by M1.3, M1.4, and M1.10.	$266,332.00	No
1.6	Core Instructional Materials	The Learning & Teaching Division will provide core adopted textbooks and materials for all students to support them in accessing the California Content Standards in all content areas as measured by M1.10.	$1,374,484.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Teacher Initiated Professional Development	The Human Resources Division will provide unit members self-initiated professional growth opportunities, principally directed to low income, foster, youth, and English learners to improve engagement and instruction as measured by M1.3, M1.4, and M1.10.	$70,710.00	Yes
1.8	Safe & Maintained Facilities	The Business Services Division will implement modifications and upgrades on security systems, HVAC systems, ventilation filtration, water and gas lines, seismic retrofitting for all students and staff to ensure a safe and effective learning environments, as measured by M1.1.	$14,571,196.00	No
1.9	Classified Staff PD	The Human Resources Division will provide quality and intentional classified staff professional learning and development, principally designated to low income, foster youth and English learner students to support students in increasing performance in ELA, Math, Social Sciences, Physical Education, and Social Emotional Skill/Behavior, as measure by M1.3, M1.4, and M1.10.	$221,764.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

The data used to develop the goal provided a clear view of ELA and Math proficiency across the district, indicating an average Distance from Standard (DFS) of -25.9 in ELA, -49.8 in Math. This data was compared to student groups and demonstrated that some groups faced more challenges than others: In ELA, socioeconomically disadvantaged (SED) were -30.9 DFS, English learners (EL) -62.6 DFS, foster youth (FY) -67.2 DFS, students with disabilities (SWD) -122.8 DFS, and homeless youth (HY) -49.1 DFS. In Math, EL -88.3 DFS, FY -79.7 DFS, SWD -59.6 DFS, and HY -53.8 DFS. Conversely, some groups, such as Filipino and Asian outperformed the standard in ELA and Filipino, White, and Asian outperformed the standard in Math. This data showed a need for identifying areas for tiered intervention and support, professional development on evidence based strategies, coaching, instructional resources, and technology integration to meet the diverse needs of the student population. Input from educational partners aligns with this need. Our educational partners, including teachers, school administrators, parents, community, and students, emphasized the importance of ELA and Math proficiency and the need for targeted support for our underperforming student groups that includes professional development for instructional staff, and strategic allocation of resources.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS 2024 CA School Dashboard LTEL -89.1 DFS	2024 CA School Dashboard All -25.9 Points DFS SED -30.9 DFS EL -62.6 DFS LTEL -89.1 DFS FY -67.2 DFS SWD -98.2 DFS HY -53.8 DFS	2025 CA School Dashboard All -16.5 Points DFS SED -21.9 DFS EL -50 DFS LTEL -80.6 DFS FY -60 DFS SWD -90.4 DFS HY -46.1 DFS	CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL -77.3 DFS FY -57 DFS SWD -87.4 DFS HY -43.1 DFS	All +10.1 DFS SED +10.1 DFS EL +17.9 DFS LTEL +8.5 FY +3.1 DFS SWD +3.9 DFS HY +3 DFS
2.2	CAASPP Math - Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -59.6 DFS EL -88.3 DFS FY -79.7 DFS SWD -122.8 DFS HY -71.5 DFS 2024 CA School Dashboard LTEL -137.7 DFS	2024 CA School Dashboard All -49.8 Points DFS SED -54.9 DFS EL -81.1 DFS LTEL -137.7 DFS FY -82.3 DFS SWD -119.5 DFS HY -75.5 DFS	2025 CA School Dashboard All -42.4 Points DFS SED -47.6 DFS EL -70.7 DFS LTEL -132.3 DFS FY -83 DFS SWD -116.7 DFS HY -70.2 DFS	CA School Dashboard All -45.5 Points DFS SED -29 DFS EL -73.3 DFS LTEL -129.3 DFS FY -80 DFS SWD -113.7 DFS HY -67.2 DFS	All +12.1 DFS SED +12 DFS EL +17.6 DFS LTEL +5.4 FY -3.3 DFS SWD +6.1 DFS HY +1.3 DFS
2.3	i-Ready Local Assessment August to May Grade Level Grade: 3rd	2023 to 2024 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +24% EL +20% FY +14%	2024 to 2025 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +22%	2025 to 2026 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +21%	i-Ready Local Assessment Continue to increase early mid or above grade level +20%(Beginning to End of Year) Reading Diagnostic All +20%	All 0% SED -3% EL -5% FY +11% SWD +8% HY +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD +13% HY +14%	EL +21% FY +25% SWD +12% HY +26%	EL +15% FY +25% SWD +21% HY +19%	SED +20% EL +20% FY +20% SWD + 20% HY +20%	
2.4	ELPI English Language Progress Indicator Source: CA School Dashboard	2023 CA Dashboard 50.5%	2024 CA Dashboard 46%	2025 CA Dashboard 42.7%	CA School Dashboard 50.5%	-7.8%
2.5	EL Reclassification Rate Source: Dataquest	2023 CA Dataquest 15%	2024 CA Dataquest 14.6%	2025 CA Dataquest 13.6%	CA Dataquest 15%	-1.4%
2.6	Student Access to Extracurricular Programs Source: Local Metric	2024 Local Metric 100% Students Access Extracurricular Programs	2025 Local Metric 100% Students Access Extracurricular Programs	2026 Local Metric 100% Students Access Extracurricular Programs	Local Metric 100% Students Access Extracurricular Programs	0%
2.7	Access to a Broad Course of Study Source: CA School Dashboard	2023 CA School Dashboard 100% Students have access to a Broad Course of Study	2024 CA School Dashboard 100% Students have access to a Broad Course of Study	2025 CA School Dashboard 100% Students have access to a Broad Course of Study	CA School Dashboard 100% Students have access to a Broad Course of Study	0%
2.8	California Healthy Kids Survey (CHKS) 5th Grade Source: CA Healthy Kids Survey (CHKS)	2024 CHKS Survey School Connectedness 70%	2025 CHKS Survey School Connectedness 71%	2026 CHKS Survey School Connectedness 72%	CA Healthy Kids Survey (CHKS) School Connectedness 73%	+2%
2.9	California Healthy Kids Survey (CHKS) 7th Grade	2024 CHKS Survey School Connectedness 54%	2025 CHKS Survey School Connectedness 56%	2026 CHKS Survey School Connectedness 64%	CA Healthy Kids Survey (CHKS)	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Healthy Kids Survey (CHKS)				School Connectedness 57%	
2.10	CAASPP ELA- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All -45.3 DFS EL -83.3 DFS SWD -116.2 DFS Berlyn All -44.7 DFS EL -71.1 DFS Bon View All -58.9 DFS EL -88.1 DFS SWD -116.4 DFS Del Norte All -51.9 DFS SWD -125.3 DFS El Camino All -38.9 DFS EL -78.5 DFS SWD -79 DFS Elderberry All -41 DFS SWD -90.4 DFS Euclid All -47.8 DFS EL -87 DFS	2024 CA School Dashboard Elementary and K-8 Arroyo All -46.7 DFS EL -86.2 DFS SWD -112 DFS Berlyn All -40.2 DFS EL -64.6 DFS Bon View All -52.8 DFS EL -83.7 DFS SWD -125.9 DFS Del Norte All -53.1 DFS SWD -117.5 DFS El Camino All 36.9 DFS EL -44.9 DFS SWD -90.1 DFS Elderberry All -31.6 DFS SWD -95.8 DFS Euclid All -43.1 DFS	2025 CA School Dashboard Elementary and K-8 Arroyo All -24.7 DFS EL -49.2 DFS SWD -108.4 DFS Berlyn All -32.5 DFS EL -58.1 DFS Bon View All -35.4 DFS EL -62.9 DFS SWD -115.2 DFS Del Norte All -44.1 DFS SWD -110.8 DFS El Camino All -42.1 DFS EL -38.4 DFS SWD -85.6 DFS Elderberry All -28.2 DFS SWD -91.2 DFS Euclid All -39.8 DFS	CA School Dashboard Elementary and K-8 Arroyo All -36.3 DFS EL -68.3 DFS SWD -105.4 DFS Berlyn All -35.7 DFS EL -56.1 DFS Bon View All -32.4 DFS EL -70 DFS SWD -112.2 DFS Del Norte All -42.9 DFS SWD -107.8 DFS El Camino All -38.9 DFS EL -63.5 DFS SWD -76 DFS Elderberry All -32 DFS SWD -88.2 DFS Euclid All -38.8 DFS	Arroyo All +20.6 DFS EL +34.1 DFS SWD +7.8 DFS Berlyn All +12.2 DFS EL +13 DFS Bon View All +23.5 DFS EL +25.2 DFS SWD +1.2 DFS Del Norte All +7.8 DFS SWD +14.5 DFS El Camino All -3.2 DFS EL +40.1 DFS SWD -6.6 DFS Elderberry All +12.8 DFS SWD -.8 DFS Euclid All +8 DFS EL +10.7 Hawthorne All +25.6 DFS EL +14 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hawthorne All-46.8 DFS EL -78.8 DFS Lehigh All -53.4 DFS EL -89.5 DFS SWD -148.1 DFS Lincoln All -32.7 DFS SWD -91.1 DFS Mariposa All -61.1 DFS HY -77.7 DFS Mission All -29.5 DFS SWD -89.9 DFS Vineyard All -31.9 DFS EL -79.6 DFS SWD -100.4 DFS	EL -87 DFS Hawthorne All -34 DFS EL -86.4 DFS Lehigh All -45.5 DFS EL -74.4 DFS SWD -131.8 DFS Lincoln All -33 DFS SWD -75.9 DFS Mariposa All -50.2 DFS HY -59.8 DFS Mission All -27.5 DFS SWD -94.1 DFS Vineyard All -37.5 DFS EL -66.4 DFS SWD -112.1 DFS	EL -76.3 DFS Hawthorne All -21.2 DFS EL -64.8 DFS Lehigh All -37.5 DFS EL -61.2 DFS SWD -124.5 DFS Lincoln All -32.9 DFS SWD -72.3 DFS Mariposa All -53.6 DFS HY -52.4 DFS Mission All -22.1 DFS SWD -89.7 DFS Vineyard All -31.4 DFS EL -59.7 DFS SWD -105.9 DFS	EL -73.3 DFS Hawthorne All -37.8 DFS EL -63.8 DFS Lehigh All -44.4 DFS EL -70 DFS SWD -121.5 DFS Lincoln All -29.9 DFS SWD -70 DFS Mariposa All -55.6 DFS HY -62.7 DFS Mission All -20.5 DFS SWD -86.7 DFS Vineyard All -28.4 DFS EL -64.6 DFS SWD -97.4 DFS	Lehigh All +15.9 DFS EL +28.3 DFS SWD +23.6 DFS Lincoln All -.2 DFS SWD +18.8 DFS Mariposa All +7.5 DFS HY +25.3 DFS Mission All +7.4 DFS SWD +.2 DFS Vineyard Vineyard All +.5 DFS EL +19.9 DFS SWD -5.5 DFS
2.11	CAASPP ELA- School And Student Group (Middle School) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Middle School De Anza All -24.4 DFS SWD -113.5 DFS Oaks All -10.3 DFS	2024 CA School Dashboard Middle School De Anza All -34.3 DFS SWD -117.7 DFS Oaks All -21.3 DFS	2025 CA School Dashboard Middle School De Anza All -29.8 DFS SWD -109.1 DFS Oaks All -16.4 DFS	CA School Dashboard Middle School De Anza All -21.4 DFS SWD -106.1 DFS Oaks All -12 DFS	De Anza All -5.4 DFS SWD +4.4 DFS Oaks All -6.1 DFS EL +8.8 DFS SWD -7.1 DFS Wiltsey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -77 DFS SWD -103.4 DFS Wiltsey All -31.7 DFS EL -76.1 DFS SWD -115.5 DFS Serrano All -10.5 DFS EL -72.6 DFS SWD -97.7 DFS Vernon All -25.7 DFS EL -91.2 DFS SWD -107.6 DFS Vina Danks All -42.7 DFS EL -95.9 DFS SWD -84.7 DFS	EL -77.5 DFS SWD -118.3 DFS Wiltsey All -31.6 DFS EL -72.1 DFS SWD -118.8 DFS Serrano All +1.6 DFS EL -71.8 DFS SWD -101.1 DFS Vernon All -26.1 DFS EL -92.6 DFS SWD -110.3 DFS Vina Danks All -50 DFS EL -80.5 DFS SWD -99.2 DFS	EL -68.2 DFS SWD -110.5 DFS Wiltsey All -24.9 DFS EL -65.4 DFS SWD -112.3 DFS Serrano All +6.2 DFS EL -66.1 DFS SWD -94.8 DFS Vernon All -19.5 DFS EL -84.3 DFS SWD -102.7 DFS Vina Danks All -42.1 DFS EL -73.9 DFS SWD -92.1 DFS	EL -65.2 DFS SWD -100.4 DFS Wiltsey All -22.7 DFS EL -62.4 DFS SWD -109.3 DFS Serrano All -1.5 DFS EL -63.1 DFS SWD -91.8 DFS Vernon All -16.7 DFS EL -81.3 DFS SWD -99.7 DFS Vina Danks All -39.1 DFS EL -70 DFS SWD -89.1 DFS	All +6.8 DFS EL +10.7 DFS SWD +3.2 DFS Serrano All +16.7 DFS EL +6.5 DFS SWD +2.9 DFS Vernon All +6.2 DFS EL +6.9 DFS SWD +4.9 DFS Vina Danks All +.6 DFS EL +22 DFS SWD -7.4 DFS
2.12	CAASPP Math- School And Student Group (Elementary and K-8) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All -79.2 DFS EL -106.6 DFS SWD -168.2 DFS Bon View All -63.7 DFS SWD -133 DFS Central All -57.4 DFS	2024 CA School Dashboard Elementary and K-8 Arroyo All -80.1 DFS EL -112.2 DFS SWD -135.8 DFS Bon View All -66.1 DFS SWD -109 DFS Central	2025 CA School Dashboard Elementary and K-8 Arroyo All -70.4 DFS EL -102.1 DFS SWD -124.9 DFS Bon View All -58.2 DFS SWD -102.1 DFS Central	CA School Dashboard Elementary and K-8 Arroyo All -70.2 DFS EL -99.1 DFS SWD -121.9 DFS Bon View All -54.7 DFS SWD -99.1 DFS Central	Arroyo All +8.8 DFS EL +4.5 DFS SWD +43.3 DFS Bon View All +5.5 DFS SWD +30.9 DFS Central All +21.5 DFS EL +26.8 DFS Del Norte All -2.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -95.2 DFS Del Norte All -72 DFS SWD -157.4 DFS Euclid All -75.9 DFS EL -100.8 DFS Vineyard All -44.5 DFS SWD -120.8 DFS	All -45.7 DFS EL -77.6 DFS Del Norte All -72.6 DFS SWD -135.7 DFS Euclid All -57.6 DFS EL -87.1 DFS Vineyard All -58.6 DFS SWD -150.5 DFS	All -35.9 DFS EL -68.4 DFS Del Norte All -74.7 DFS SWD -125.1 DFS Euclid All -50.2 DFS EL -79.3 DFS Vineyard All -51.3 DFS SWD -142.2 DFS	All -48.4 DFS EL -86.2 DFS Del Norte All -69 SWD -122.1 DFS Euclid All -66.9 DFS EL -91.8 DFS Vineyard All -41.5 DFS SWD -117.8 DFS	SWD +32.3 DFS Euclid All +25.7 DFS EL +21.5 DFS Vineyard All -6.8 DFS SWD -21.4 DFS
2.13	CAASPP Math- School And Student Group (Middle School) Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard Middle School Oaks All -64 DFS SWD -156.4 DFS Wiltsey All -86.1 DFS EL -136.3 DFS HY -124.1 DFS SWD -167.8 DFS Serrano All -40.3 DFS SWD -138.8 DFS Vernon All -79.8 DFS SWD -161.4 DFS Vina Danks	2024 CA School Dashboard Middle School Oaks All -59.5 DFS SWD -154 DFS Wiltsey All -100.1 DFS EL -139.2 DFS HY -130.7 DFS SWD -162.7 DFS Serrano All -24.7 DFS SWD -138.2 DFS Vernon All -71 DFS SWD -158.5 DFS Vina Danks	2025 CA School Dashboard Middle School Oaks All -52.1 DFS SWD -142.8 DFS Wiltsey All -91.4 DFS EL -128.6 DFS HY -121.5 DFS SWD -148.2 DFS Serrano All -18.2 DFS SWD -126.4 DFS Vernon All -63.5 DFS SWD -141 DFS Vina Danks	CA School Dashboard Middle School Oaks All -55 DFS SWD -139.8 DFS Wiltsey All -83.1 DFS EL -125.6 DFS HY -118.5 DFS SWD -145.2 DFS Serrano All -31.3 DFS SWD -123.4 DFS Vernon All -70.8 DFS SWD -138 DFS Vina Danks	Oaks All +11.9 DFS SWD +13.6 DFS Wiltsey All -5.3 DFS EL +7.7 DFS HY +2.6 DFS SWD +19.6 DFS Serrano All +22.1 DFS SWD +12.4 DFS Vernon All +16.3 DFS SWD +20.4 DFS Vina Danks All -.8 DFS HY +5 DFS SED -.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All -97.4 DFS HY -110.1 DFS SED -101.5 DFS	All -107.4 DFS HY -119.4 DFS SED -110 DFS	All -98.2 DFS HY -105.1 DFS SED -102.4 DFS	All -94.4 DFS HY -102.1 DFS SED -98.5 DFS	
2.14	Summative ELPAC CA Assessment Website Number of Long-Term English Learner (LTEL) Students Source: CAASPP/LTEL	2023 Summative ELPAC Number of LTELs: 1177	2024 Summative ELPAC Number of LTELs: 1168	2025 Summative ELPAC Number of LTELs: 1021	Summative ELPAC Number of LTELs: 1118	Number of LTELs: -156
2.15	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%	2024 CA Dashboard All 16.3% SED 17.3% EL 14.7% FY 11.8% SWD 22% HY 21.9%	2025 CA Dashboard All 10% SED 10.7% EL 8% FY 10.2% SWD 14.9% HY 14.4% LTEL 13%	CA School Dashboard All 14.8% SED 15.8% EL 13.2% FY 10.3% SWD 20.5% HY 20.4%	All -13.1% SED -13.6% EL -13.6% FY -12.2% SWD -16.7% HY -13.4%
2.16	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%	2025 Student Information System (SIS) All 96.2% EL 96.6% SED 96% FY 96.3%	2026 Student Information System (SIS) All 96.6% EL 96.7% SED 96.5% FY 97.3%	Student Information System (SIS) All 97.1% EL 97.2% SED 97% FY 97.7%	All +1.7% EL +1.3% SED +1.5% FY +1.9%
2.17	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29%	2024 CA School Dashboard Elementary and K-8 Arroyo All 21.4%	2025 CA School Dashboard Elementary and K-8 Arroyo All 15.2%	CA School Dashboard Elementary and K-8 Arroyo ALL: 19.9%	Arroyo All -13.1% EL -15.9% HY -28% Berlyn ALL -10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8% Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte All 30.5% SWD 36% Edison ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5% Euclid All 18.4% HY 23.4%	EL 19.6% HY 26.7% Berlyn ALL 18.1% EL 13.4% HY 24.7% SED 18.8% SWD 29.2% HI 15.7% Bon View ALL 17.9% HY 32.3% SWD 20.2% Del Norte All 27.1% SWD 38.7% Edison ALL 10.4% HY 25.5% SED 12.2% HI 11% Elderberry ALL 18% EL 11.1% HY 21.4% SED 19% SWD 22.9% AA 53.1% Euclid All 11.4% HY 7.3%	EL 13.1% HY 19.4% Berlyn ALL 12.4% EL 10.2% HY 16.8% SED 12.8% SWD 21.5% HI 11.7% Bon View ALL 13.1% HY 22.5% SWD 16.8% Del Norte All 19.8% SWD 29.4% Edison ALL 8.1% HY 18.2% SED 9.2% HI 8.5% Elderberry ALL 13.5% EL 9.2% HY 15.1% SED 14.1% SWD 18.4% AA 25.9% Euclid All 8.6% HY 5.2%	EL: 18.1% HY: 25.2% Berlyn ALL: 16.6% EL: 11.9% HY: 24.7% SED: 17.3% SWD: 27.7% HI: 14.2% Bon View ALL: 16.4% HY: 30.2% SWD: 18.7% Del Norte ALL: 25.6% SWD: 37.2% Edison ALL: 8.9% HY: 24.0% SED: 10.7% HI: 9.5% Elderberry ALL: 16.5% EL: 9.6% HY: 19.9% SED: 17.5% SWD: 21.4% AA: 44.5% Euclid ALL: 9.9% HY: 5.8%	EL -7.8% HY -10.9% SED -11.2% SWD -14% HI -10.1% Bon View ALL -14.2% HY -9.5% SWD -15.7% Del Norte All -10.7% SWD -6.6% Edison ALL -7% HY -6.8% SED -8.6% HI -7.4% Elderberry ALL -13.6% EL -13.8% HY -13.6% SED -14.6% SWD -13.3% AA -21.6% Euclid All -9.8% HY -18.2% Lehigh ALL -6.2% EL -6.8% HY -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18% Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2% Montera ALL 28.8% EL 28% HY 25.9% SED 29.8% Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31% Haynes All 26.9% HY 29.4% Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4%	Lehigh ALL 14.7% EL 12.7% HY 22.1% SED 15.6% HI 14.8% Lincoln ALL 18.5% EL 15.8% HY 23.1% SED 18.5% SWD 35.5% HI 15.9% Montera ALL 20.3% EL 19% HY 31.4% SED 21.7% Ramona ALL 21.7% SED 22.8% SWD 20.8% HI 22.4% Haynes All 17.1% HY 20.8% Vineyard ALL 9.1% EL 9.1% HY 11% SED 9.2%	Lehigh ALL 11.2% EL 10.4% HY 16.8% SED 12.1% HI 10.8% Lincoln ALL 14.1% EL 11.2% HY 18.4% SED 14.5% SWD 26.2% HI 13.9% Montera ALL 15.7% EL 14.2% HY 24.1% SED 16.7% Ramona ALL 16.2% SED 17% SWD 17.4% HI 16.4% Haynes All 12.8% HY 15.3% Vineyard ALL 6.4% EL 5.2% HY 8.1% SED 9.2%	Lehigh ALL: 13.2% EL: 11.2% HY: 20.6% SED: 14.1% HI: 13.3% Lincoln ALL: 17.0% EL: 14.3% HY: 21.6% SED: 17.0% SWD: 34.0% HI: 14.4% Montera ALL: 18.8% EL: 17.5% HY: 29.9% SED: 20.2% Ramona ALL: 20.2% SED: 21.3% SWD: 19.3% HI: 20.9% Haynes ALL: 15.6% HY: 19.3% Vineyard ALL: 7.6% EL: 7.6% HY: 9.5% SED: 7.7%	SED -5.8% HI -7.2% Lincoln ALL -14.4% EL -10.7% HY -16.1% SED -13% SWD -25.3% HI -11.3% Montera ALL -13.1% EL -13.8% HY -1.8% SED -13.1% Ramona ALL -14.2% SED -14.4% SWD -21.1% HI -14.6% Haynes All -14.1% HY -14.1% Vineyard ALL -7.5% EL -6.7% HY -14.7% SED -5.4% SWD -14.2% HI -3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 12.6%	SWD 16.4% HI 8.7%	SWD 11.2% HI 8.7%	SWD: 14.9% HI: 7.2%	
2.18	Chronic Absenteeism-School and Student Group (Middle School) Percentage Source: CA School Dashboard	2023 CA School Dashboard Middle School Wiltsey ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7% Serrano ALL 21.5% EL 26.7% SED 22% HI 21.6% Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%	2024 CA School Dashboard Middle School Wiltsey ALL 18.1% EL 18.5% HY 27.7% SED 18.9% SWD 27.7% AA 30.8% HI 17.6% Serrano ALL 14.8% EL 17.4% SED 15.5% HI 14.3% Vernon ALL 13.8% EL 12.4% HY 10% SED 13.9% SWD 17.3% HI 13.4%	2025 CA School Dashboard Middle School Wiltsey ALL 14.2% EL 15.1% HY 21.4% SED 14.8% SWD 22.3% AA 24.1% HI 13.9% Serrano ALL 11.8% EL 12.9% SED 12.4% HI 11.5% Vernon ALL 10.6% EL 10.1% HY 8.5% SED 10.9% SWD 14.2% HI 10.4%	CA School Dashboard Middle School Wiltsey ALL: 16.6% EL: 17.0% HY: 26.2% SED: 17.4% SWD: 26.2% AA: 28.4% HI: 16.1% Serrano ALL: 13.3% EL: 15.9% SED: 14.0% HI: 12.8% Vernon ALL: 12.3% EL: 10.9% HY: 8.5% SED: 12.4% SWD: 15.8% HI: 11.9%	Wiltsey ALL -13.5% EL -11% HY -12.2% SED -13.3% SWD -13.8% AA -5.8% HI -13.8% Serrano ALL -9.7% EL -13.8% SED -9.6% HI -10.1% Vernon ALL -6.7% EL -11.6% HY -13.5% SED -6.8% SWD -11.5% HI -7%

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.

The Ontario-Montclair School District successfully implemented a comprehensive set of actions under Goal 2, focused on supporting and preparing students academically through the implementation of a Multi-Tiered System of Supports aligned to the California State Standards. This included professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning,

specialized programs, and a broad course of study. The district fully implemented all fifteen actions: Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, and 2.15. There were no substantive differences between the planned actions and actual implementation.

Action 2.1 (Humanities and STEM PD & Resources) was fully implemented. The Curriculum & Instruction Department provided a wide range of professional development opportunities including Write From the Beginning (WFTB), core curriculum overviews, early literacy (ECRI), Canva, Brisk and Lumio, Kagan, iReady, No Red Ink, and math Framework support. Teachers across all elementary and K-8 sites received training in expository writing as part of the second year of WFTB rollout. Curriculum & Instruction TOAs visited classrooms across 25 of 26 school sites to provide feedback on WFTB implementation, and supported release-time was initiated for teachers to plan writing lessons. The math TOA provided support at four school sites, and two school sites contracted with LessonCast for Universal Design for Learning (UDL) training. Summer professional development was also offered in core curriculum training, early literacy, English language development, and technology.

Action 2.2 (Coaching & Support) was fully implemented. The district supported 46 Induction candidates with 24 mentors during the 2025-26 school year. Candidates were supported with Inquiry Learning Plan goals and met regularly with mentors throughout the year. A summer orientation introduced candidates and mentors to the Induction program and the new California Standards for the Teaching Profession. Additionally, 19 Spotlight teachers were hired to support best practices in the classroom, with over 300 visitors observing these teachers and receiving release time to learn strategies to apply in their own classrooms.

Action 2.3 (Technology Integration) was fully implemented. The EdTech and Artificial Intelligence TOAs provided professional development on Q Gradebook, Canva Essentials, AI: Using Gemini to Enhance Core Curriculum Instruction, and Lumio Essentials through after-school, staff meeting, and summer sessions. Technology platforms and subscriptions purchased included Seesaw, Screencastify, Camtasia, Book Creator, and Codesters.org. The yearly Edcamp was held in October 2025 with 96 teachers attending. Notably, the OMSD AI Task Force was initiated to develop AI policy and guidelines for the district, with teachers and classified staff provided three release days to engage in this work.

Action 2.4 (Magnet, College and Career, & Specialty Programs) was fully implemented. The district provided professional development to increase staff capacity in VAPA, STEM, AVID, GATE, and Dual Immersion, as well as Sports, High School Credit Courses, Technology, and Music. Dual Immersion programs participated in conferences and on-site staff development, and Central Language Academy received a Seal of Excellence award from the California Association of Bilingual Educators. AVID implementation was supported at 6 elementary and 6 middle schools through summer institute conferences, after-school trainings, and coordinator meetings. Six AVID tutor trainings and five GATE certification trainings with 13 participating teachers were also held. High School Credit course teachers received ongoing release time for collaboration and planning with high school district educators.

Action 2.5 (Early Literacy PD & Support, TK-2nd Grade) was fully implemented. K-2nd grade teachers received professional learning in Enhanced Core Reading Instruction (ECRI) during summer trainings. An outside consultant was hired to provide coaching to school sites that requested classroom observation and feedback on ECRI routines. The district also funded 29 teachers to participate in the University of Southern California Reading and Literacy Added Authorization (RLAA) program, equipping teachers with skills to address early literacy strategies in the classroom.

Action 2.6 (MTSS Academic Implementation) was fully implemented. External coaches provided targeted support to school sites and principals through informal meetings, coaching sessions, and assistance with the Fidelity Integrity Assessment (FIA). Schools benefited from two full-day planning sessions and monthly meetings dedicated to identifying strengths and developing action plans for areas requiring growth. All 34 OMSD schools continued to design and implement a comprehensive MTSS to address students' academic, behavioral, social-emotional, and mental health needs, with a primary focus on supporting unduplicated students. The district emphasized staff development in Tier I, II, and III academic instructional strategies, such as the Gradual Release of Responsibility model, Differentiated Instruction, and Universal Design for Learning (UDL). Schools were allocated planning time to align Superintendent Goals with MTSS FIA elements, and school leaders were guided in developing data-driven interventions to address achievement gaps. Classroom visits were conducted to oversee the implementation of small group instruction, and the district promoted student agency through goal-setting and self-assessment while strengthening instructional leadership by equipping principals with coaching tools.

Action 2.7 (Intervention Resources & Assessment) was fully implemented. The Learning & Teaching Division successfully provided and supported the implementation of i-Ready Teacher Toolkit, Accelerated Reader, Early Progress Monitoring Programs, Next Gen Math, and Illuminate Education to strengthen progress monitoring and data-driven instruction. PLC coaching and professional development were provided for teacher teams from each school site. Teachers analyzed assessment results during PLC meetings to adjust Tier I instruction and determine appropriate Tier II and Tier III supports, with data disaggregated to prioritize services for low-income students, foster youth, and English learners.

Action 2.8 (EL Academic Programs & PD) was fully implemented. The Learning & Teaching Division provided academic and multilingual programs designed for English learners and Long Term English Learners, including Newcomer supports, BEABLE, iLit, Ellevation, Pathway Seal of Biliteracy, Dual Immersion teacher PD, iStation, and the Mandarin Program. Educators received high quality professional development, coaching, student academic monitoring, and job-embedded support through professional learning communities to ensure students were monitored and made progress towards reclassification.

Action 2.9 (EL Language Programs & PD) was fully implemented. The district utilized tools to administer formative and summative assessments, monitor student growth, and identify targeted interventions. Teachers analyzed results during PLC meetings to adjust Tier I instruction and determine appropriate Tier II and Tier III supports. Data were disaggregated to prioritize services for English learners. TOAs provided support in certificated and classified PD, Dual Immersion supplemental resources, and EL materials.

Action 2.10 (Professional Development in EL and LTEL Strategies) was fully implemented. The iLit elementary program and associated professional development were delivered as planned. Additionally, EL student intervention using supplemental resources was implemented to further support English Learners and Long Term English Learners in increasing language proficiency.

Action 2.11 (SPED Academic Programs) was fully implemented. OMSD SELPA continued to provide a wide continuum of special education services, including robust programming for students with Extensive Support Needs (ESN), the Student Outreach Academic Recovery (SOAR) Academy, collaborative classes allowing students with IEPs to learn alongside general education peers, and specialized supports in autism, speech and language, behavior, functional academics, and inclusion. The district adopted the Unique Learning Systems curriculum for students with ESN, providing standards-aligned content across ELA, math, social studies, and science. A challenge noted was balancing enrollment growth and increasingly complex student needs across programs while maintaining appropriate staffing and caseloads.

Action 2.12 (SPED PD & Resources) was fully implemented. OMSD SELPA provided ongoing professional development and resources to special education teachers and support staff through a structured series of trainings and job-alikes focused on effective IEP facilitation, academic assessment practices, social-emotional supports, IEP goal management, autism and evidence-based practices, and preschool instructional supports. Monthly job-alike offerings, teacher support sessions, CPI training, and outside professional learning opportunities through the Diagnostic Center were also provided. A challenge noted was ensuring staff have sufficient time and coverage to attend trainings while maintaining direct services to students.

Action 2.13 (Expanded Learning) was fully implemented. The district hosted the annual Spelling Bee with 38 participating students, registered 23 sites for MathCon, and held the yearly STEAM Symposium in April. After-school programs operated at all 32 physical schools and the Online Academy, offering clubs and activities including tutoring, homework help, sports, physical fitness, arts, and STEAM with embedded social-emotional learning components. A full provider program was available until 6:00 PM daily for all students, and a comprehensive summer program ran 9 hours daily for 30 days, including enrichment opportunities and literacy and academic supports.

Action 2.14 (Administrative Leadership Development) was fully implemented. The district successfully advanced a system of support to build leadership capacity of certificated management aligned to MTSS, LCAP, Federal LCAP Addendum, and the District Five-Year Action Plan. Targeted professional learning, data review cycles, and alignment of site-level action plans strengthened administrators' ability to lead instructional improvement efforts focused on ELA and Math outcomes. Leadership teams utilized student performance data to guide MTSS implementation and prioritize tiered supports for low-income students, foster youth, and English learners.

Action 2.15 (Universal Transitional Kinder) was fully implemented. Additional TK classrooms were provided with curriculum in the district's Board-adopted program, Scholastic's PreK On My Way. Three collaboration meetings/trainings were held throughout the year to support TK teachers on the new Learning Foundations, the updated math Framework, and other areas related to early childhood development. Universal Prekindergarten grant funds were utilized to fund Instructional Assistants in all TK classrooms to meet the state's new 10:1 student-to-staff ratio.

Overall, the district demonstrated a commitment to the goals outlined in Goal 2. All fifteen actions were fully implemented, reflecting consistent and comprehensive progress in providing professional development, coaching, instructional resources, technology integration, tiered academic supports, specialized programs, and a broad course of study to support student achievement in ELA, Math, and English language proficiency. While challenges were noted in areas such as balancing complex student needs with staffing in special education and ensuring sufficient time for staff to attend trainings, these did not prevent full implementation of the planned actions.

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

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

A material difference in Action 2.3 (Technology Integration) occurred due to a decrease in computer technology and software expenses.

Action 2.5 (Early Literacy PD & Support) experienced a material difference due to several factors: the departure of personnel in the Teacher on Assignment role, lower expenses for the USC grant consultant, reduced timecarding, and a decreased requirement for instructional materials.

A material difference in Action 2.10 (Professional Development in EL and LTEL Strategies) occurred because school sites were able to manage professional development internally using teacher release time, thereby reducing the need for substitute teachers. Additionally, a position was erroneously budgeted under this specific action item.

Action 2.12 (SPED PD & Resources) experienced a material difference resulting from reduced expenditures on external conferences and contracted professional development, which were successfully replaced by internal professional development alternatives.

Action 2.13 (Expanded Learning) experienced a material difference resulting from reduced spending on instructional materials, alongside the cancellation or absence of anticipated needs for sub-agreements and external services (such as registrations and installations).

A material change occurred in Action 2.14 (Administrative Leadership Development) due to salary and employee expenses being higher than anticipated.

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

Action 2.1 (Humanities and STEM PD & Resources) is demonstrating mixed effectiveness in making progress toward Goal 2. For Metric 2.1 (CAASPP ELA DFS), all student groups showed improvement from baseline: All students +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 2.2 (CAASPP Math DFS), results are more varied: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, SWD +6.1 DFS, SED +12 DFS, and HY +1.3 DFS. However, FY declined -3.3 DFS. For Metric 2.10 (CAASPP ELA Elementary/K-8 by School), notable gains include Arroyo All +20.6 DFS and EL +34.1 DFS; Bon View All +23.5 DFS and EL +25.2 DFS; Hawthorne All +25.6 DFS and EL +14.0 DFS; Lehigh All +15.9 DFS, EL +28.3 DFS, and SWD +23.6 DFS; Elderberry All +12.8 DFS; Mariposa All +7.5 DFS and HY +25.3 DFS. However, some sites showed limited or negative progress: El Camino All -3.2 DFS (though EL +40.1 DFS and SWD -6.6 DFS); Lincoln All -0.2 DFS (though SWD +18.8 DFS); and Vineyard SWD -5.5 DFS. For Metric 2.11 (CAASPP ELA Middle School by School), Serrano All +16.7 DFS and EL +6.5 DFS; Wiltsey All +6.8 DFS, EL +10.7 DFS, and SWD +3.2 DFS; Vernon All +6.2 DFS, EL +6.9 DFS, and SWD +4.9 DFS; Vina Danks EL +22.0 DFS (though SWD -7.4 DFS). De Anza All -5.4 DFS (though SWD +4.4 DFS); Oaks All -6.1 DFS (though EL +8.8 DFS and SWD -7.1 DFS). For Metric 2.12 (CAASPP Math Elementary/K-8 by School), results from baseline are mixed: Euclid All +25.7 DFS and EL +21.5 DFS; Central All +21.5 DFS and EL +26.8 DFS; Arroyo All +8.8 DFS, EL +4.5 DFS, and SWD +43.3 DFS; Bon View All +5.5 DFS and SWD +30.9 DFS; Del Norte SWD +32.3 DFS. However, Del Norte All -2.7 DFS; Vineyard All -6.8 DFS and SWD -21.4 DFS. For Metric 2.13 (CAASPP Math Middle School by School), Serrano All +22.1 DFS and SWD +12.4 DFS; Vernon All +16.3 DFS and SWD +20.4 DFS; Oaks All +11.9 DFS and SWD +13.6 DFS; Wiltsey EL +7.7 DFS, HY +2.6 DFS, and SWD +19.6 DFS. However, Wiltsey All -5.3 DFS; Vina Danks All -0.8 DFS, HY +5.0 DFS, and SED -0.9 DFS. Because this action is contributing, English Learners are showing the strongest districtwide gains in both ELA (+17.9 DFS) and Math (+17.6 DFS), suggesting that Humanities and STEM professional development is effectively supporting this group. Low Income (SED) students show strong ELA gains (+10.1 DFS) and Math (+12 DFS). Foster Youth show modest ELA gains (+3.1 DFS) but a decline in Math (-3.3 DFS). The site-level variation highlights the need for more customized Math interventions for FY students. Moving forward, the district remains committed to

refining instructional practices through continued coaching and professional development in Humanities and STEM, while ensuring appropriate resources meet the differentiated needs of student groups.

Action 2.2 (Coaching and Support) is demonstrating partial effectiveness. For Metric 2.1 (CAASPP ELA DFS), all student groups improved from baseline: All +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 2.2 (CAASPP Math DFS), gains were evident for several groups: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, and SWD +6.1 DFS, SED +12 DFS, and HY +1.3 DFS. However, FY declined -3.3 DFS. Because this action is contributing, English Learners are benefiting most from coaching and support with strong gains in both ELA (+17.9 DFS) and Math (+17.6 DFS), suggesting that job-embedded coaching, mentoring, demonstration classes, and the Induction program are effectively building teacher capacity to serve EL students. Low Income (SED) students show strong ELA improvement (+10.1 DFS) and Math (+12 DFS). Foster Youth show modest ELA gains (+3.1 DFS) but a Math decline (-3.3 DFS). These results suggest that coaching models may need to incorporate more intentional strategies focused on Math instruction for SED and FY students, including differentiated coaching cycles and data-driven approaches that specifically monitor and respond to the Math achievement gaps for these unduplicated groups.

Action 2.3 (Technology Integration) is demonstrating partial effectiveness. For Metric 2.1 (CAASPP ELA DFS), all student groups improved from baseline: All +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 2.2 (CAASPP Math DFS), results are mixed: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, SWD +6.1 DFS, SED +12 DFS, and HY +1.3 DFS. However, FY declined -3.3 DFS. The ELA gains across all groups suggest that technology integration is supporting literacy development. However, the Math declines for FY, and the limited growth for HY indicate that technology platforms and digital resources may need to be more strategically leveraged to support Math achievement for these student groups.

Action 2.4 (Magnet, College, and Career, & Specialty Programs) is demonstrating strong effectiveness. For Metric 2.7 (Access to Broad Course of Study), there is 0% difference from baseline, with 100% of students maintaining access to a broad course of study. For Metric 2.8 (CHKS 5th Grade Connectedness), school connectedness increased +2% from baseline. For Metric 2.9 (CHKS 7th Grade Connectedness), school connectedness increased +10% from baseline, a particularly strong result. For Metric 2.15 (Chronic Absenteeism), all student groups showed significant decreases from baseline: All students -13.1%, SED -13.6%, EL -13.6%, FY -12.2%, SWD -16.7%, and HY -13.4%. For Metric 2.16 (Attendance Rate), all groups improved: All +1.7%, EL +1.3%, SED +1.5%, and FY +1.9%. For Metric 2.17 (Chronic Absenteeism Elementary/K-8 by School), notable improvements include Lincoln All -14.4%, EL -10.7%, SED -13.0%, SWD -25.3%, and HY -16.1%; Elderberry All -13.6%, EL -13.8%, SED -14.6%, SWD -13.3%, and AA -21.6%; Ramona All -14.2%, SED -14.4%, SWD -21.1%, and HI -14.6%; Haynes All -14.1% and HY -14.1%; Euclid All -9.8% and HY -18.2%; Bon View All -14.2% and SWD -15.7%; Arroyo All -13.1%, EL -15.9%, and HY -28.0%; Montera All -13.1%, EL -13.8%, and SED -13.1%; Vineyard All -7.5%, EL -6.7%, HY -14.7%, SED -5.4%, SWD -14.2%, and HI -3.9%. Some areas showed limited improvement: Lehigh HY -4.8%; Montera HY -1.8%; and Del Norte SWD -6.6%. For Metric 2.18 (Chronic Absenteeism Middle School by School), Wiltsey All -13.5%, EL -11.0%, SED -13.3%, SWD -13.8%, HY -12.2%, AA -5.8%, and HI -13.8%; Serrano All -9.7%, EL -13.8%, SED -9.6%, and HI -10.1%; Vernon All -6.7%, EL -11.6%, HY -13.5%, SED -6.8%, SWD -11.5%, and HI -7.0%. Because this action is contributing, English Learners experienced a 13.6% decrease in chronic absenteeism and a 1.3% increase in attendance. Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance. Foster Youth experienced a 12.2% decrease in chronic absenteeism and a 1.9% increase in attendance. The strong gains in school connectedness, particularly for 7th graders (+10%), combined with dramatic reductions in chronic absenteeism, suggest that providing diverse specialty programs, magnet schools, AVID, GATE, Dual Immersion, sports, and college/career pathways is effectively engaging unduplicated students and fostering stronger connections to school.

Action 2.5 (Early Literacy PD & Support) is demonstrating mostly effective results. For Metric 2.3 (i-Ready 3rd Grade Reading Diagnostic), the current difference from baseline shows: All +0%, SED -3%, EL -5%, FY +11%, SWD +8%, and HY +5%. Because this action is contributing, Foster Youth showed the strongest improvement from baseline at +11%, suggesting that early literacy professional development and support are particularly effective for this vulnerable group. SWD improved +8% and HY improved +5% from baseline. Low Income (SED) students showed a -3% decline from baseline. However, English Learners showed a -5% decline from baseline, suggesting that early literacy professional development may need to incorporate more intentional strategies for English Learners, such as enhanced integration of language development within early reading instruction. The overall maintenance of growth targets for most groups indicates the action is contributing positively, though targeted refinement for EL and SED students will be added to the early literacy plan.

Action 2.6 (MTSS Academic Implementation) is demonstrating mixed effectiveness. For Metric 2.1 (CAASPP ELA DFS), all groups improved from baseline: All +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 2.2 (CAASPP Math DFS), All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, SWD +6.1 DFS, SED +12 DFS, and HY +1.3 DFS. However, FY declined -3.3 DFS. For Metric 2.3 (i-Ready 3rd Grade): All +0%, SED -3%, EL -5%, FY +11%, SWD +8%, and HY +5%. For Metric 2.10 (CAASPP ELA Elementary/K-8 by School), the MTSS framework is showing strong results at several sites: Arroyo EL +34.1 DFS, El Camino EL +40.1 DFS, Lehigh SWD +23.6 DFS, and Bon View EL +25.2 DFS. However, El Camino All -3.2 DFS, Lincoln All -.2, and Vineyard SWD -5.5 DFS. For Metric 2.11 (CAASPP ELA Middle School by School), Vina Danks EL +22.0 DFS; Wiltsey EL +10.7 DFS; Oaks EL +8.8 DFS. However, De Anza All -5.4 DFS and Oaks SWD -7.1 DFS. For Metric 2.12 (CAASPP Math Elementary/K-8 by School), Arroyo SWD +43.3 DFS; Euclid All +25.7 DFS and EL +21.5 DFS; Central EL +26.8 DFS; Del Norte SWD +32.3 DFS. However, Vineyard SWD -21.4 DFS. For Metric 2.13 (CAASPP Math Middle School by School), Serrano All +22.1 DFS; Vernon SWD +20.4 DFS; Wiltsey SWD +19.6 DFS. However, Wiltsey All -5.3 DFS and Vina Danks SED -0.9 DFS, indicate areas needing intensified support. Because this action is contributing, English Learners are showing the strongest gains districtwide in both ELA (+17.9 DFS) and Math (+17.6 DFS), suggesting the MTSS framework is effectively identifying and supporting EL students. Foster Youth showed the strongest i-Ready growth from baseline (+11%), suggesting that assessment-driven intervention is particularly beneficial for this group. However, Low Income (SED) students' i-Ready decline (-3%), along with English Learners' i-Ready decline (-5%), suggest that intervention resources and assessment tools may need to be evaluated for their effectiveness in addressing early literacy gaps for EL and SED students.

Action 2.7 (Intervention Resources) is demonstrating mixed effectiveness. For Metric 2.1 (CAASPP ELA DFS), all groups improved from baseline: All +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 2.2 (CAASPP Math DFS), gains were evident for several groups: All +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, HY +1.3, and SWD +6.1 DFS, SED +12 DFS, and FY -3.3 DFS. For Metric 2.3 (i-Ready 3rd Grade), results show: All +0%, SED -3%, EL -5%, FY +11%, SWD +8%, and HY +5%. For Metrics 2.10 and 2.11 (CAASPP ELA by School), intervention resources appear to be supporting strong ELA gains at sites such as Arroyo EL +34.1 DFS, El Camino EL +40.1 DFS, Lehigh SWD +23.6 DFS, and Vina Danks EL +22.0 DFS. For Metrics 2.12 and 2.13 (CAASPP Math by School), Arroyo SWD +43.3 DFS, Euclid All +25.7 DFS, Central EL +26.8 DFS, and Serrano All +22.1 DFS show positive results, while Vineyard SWD -21.4 DFS, Wiltsey All -5.3 DFS, and Vina Danks SED -.9 DFS indicate a decline.
Because this action is contributing, English Learners are showing the strongest response to intervention resources in both ELA (+17.9 DFS) and Math (+17.6 DFS). Foster Youth showed the strongest i-Ready growth from baseline (+11%), suggesting that assessment-driven intervention is particularly beneficial for this group. However, Low Income (SED) students' and English Learners' i-Ready decline (-3 and -5% respectively) suggest that intervention resources and assessment tools may need to be evaluated for their effectiveness in addressing early literacy gaps for EL and SED students.

Action 2.8 (EL Academic Programs and PD) is demonstrating limited effectiveness. For Metric 2.4 (English Learner Progress Indicator), the current difference from baseline shows a decline of -7.8%, dropping from 50.5% to 42.7%. For Metric 2.5 (EL Reclassification Rate), the current difference from baseline shows a decline of -1.4%, dropping from 15% to 13.6%. Because this action is limited to English Learners, the declines in both the ELPI and reclassification rate are an area to be targeted. While districtwide CAASPP data shows English Learners making strong academic gains in ELA (+17.9 DFS) and Math (+17.6 DFS), the ELPI and reclassification metrics suggest that fewer English Learners are making progress toward English proficiency and reclassification compared to baseline. This may indicate that while EL students are improving academically, the specific language acquisition programs and professional development provided through this action may need to be strengthened to better support English language proficiency development and timely reclassification.

Action 2.9 (EL Language Programs and PD) is demonstrating limited effectiveness. For Metric 2.4 (ELPI), the current difference from baseline shows a decline of -7.8%. For Metric 2.5 (EL Reclassification Rate), the current difference from baseline shows a decline of -1.4%. Because this action is limited to English Learners, the declines in both metrics indicate that language programs and professional development in designated and integrated ELD may need to be refined. While EL students are making academic gains on CAASPP assessments, the language proficiency indicators suggest that the current language programs are not yet translating into increased rates of English proficiency progress or reclassification. Strengthening the alignment between language programs and the ELPAC assessment criteria, as well as intensifying support for students approaching reclassification thresholds, may help address these declines. By providing teachers and school teams with specialized professional development geared at language acquisition to support our English Learners, Long-Term English Leaners, and Newcomer students, we can continue to strengthen delivery of instructional strategies to support in the increase of English language proficiency and reclassification and trend towards a decline in LTELs.

Action 2.10 (Professional Development in EL And LTEL Strategies) is demonstrating mixed effectiveness. For Metric 2.4 (ELPI), the current difference from baseline shows a decline of -7.8%. For Metric 2.5 (EL Reclassification Rate), the current difference from baseline shows a decline of -1.4%. However, for Metric 2.14 (Number of LTEL Students), the current difference from baseline shows a decrease of 156 LTEL students (from 1,177 to 1,021), which is a positive outcome indicating that fewer students are remaining as Long-Term English Learners. Because this action is limited to English Learners, the reduction of 156 LTEL students is an encouraging sign that professional development in EL and LTEL strategies is helping to move students out of long-term EL status. However, the declines in ELPI (-7.8%) and reclassification rate (-1.4%) suggest that while LTEL numbers are decreasing, the broader EL population may not be making sufficient progress toward English proficiency. This indicates a need to continue strengthening LTEL-specific strategies while also ensuring that professional development addresses the needs of the full spectrum of English Learners, including newcomers and students at earlier proficiency levels.

Action 2.11 (SPED Academic Programs) provides programs to meet the individually identified instructional and learning needs of students with disabilities. While no specific metrics are listed in the action description, the districtwide data for Students with Disabilities provides context: For Metric 2.1 (CAASPP ELA DFS), SWD improved +3.9 DFS from baseline. For Metric 2.2 (CAASPP Math DFS), SWD improved +6.1 DFS from baseline. These modest gains suggest that SPED academic programs are contributing to positive academic progress for students with disabilities, though continued focus on closing the significant achievement gap remains important.

Action 2.12 (SPED PD & Resources) provides professional development on inclusive practices, increased student access to core curriculum, and monitoring student progress towards IEP goals. While no specific metrics are listed in the action description, the districtwide SWD data

shows improvement from baseline in both ELA (+3.9 DFS) and Math (+6.1 DFS), suggesting that professional development efforts are supporting incremental academic progress for students with disabilities.

Action 2.13 (Expanded Learning) is demonstrating mixed effectiveness. For Metric 2.6 (Student Access to Extracurricular Programs), there is 0% difference from baseline, with 100% of students maintaining access to extracurricular programs. For Metric 2.1 (CAASPP ELA DFS), all groups improved from baseline, All students +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS.
For Metric 2.2 (CAASPP Math DFS), All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, and SWD +6.1 DFS, SED +12 DFS, and HY +1.3 DFS. However, FY declined -3.3 DFS. For Metric 2.3 (i-Ready 3rd Grade), results show: All +0%, SED -3%, EL -5%, FY +11%, SWD +8%, and HY +5%. For Metrics 2.10 (CAASPP ELA Elementary/K-8 by School): Strong gains at Arroyo EL +34.1 DFS; El Camino EL +40.1 DFS; Lehigh SWD +23.6 DFS; Bon View All +23.5 DFS. However, El Camino All -3.2 DFS; Lincoln All -0.2 DFS; Vineyard SWD -5.5 DFS. For Metric 2.11 (CAASPP ELA Middle School by School): Vina Danks EL +22.0 DFS; Serrano All +16.7 DFS. However, De Anza All -5.4 DFS; Oaks All -6.1 DFS. For Metric 2.12 (CAASPP Math Elementary/K-8 by School): Arroyo SWD +43.3 DFS; Euclid All +25.7 DFS. However, Vineyard SWD -21.4 DFS. Metric 2.13 (CAASPP Math Middle School by School): Serrano All +22.1 DFS; Vernon All +16.3 DFS. However, Wiltsey All -5.3 DFS; Vina Danks SED -0.9 DFS. The maintenance of 100% access to extracurricular programs is a positive foundation, and the expanded learning opportunities appear to be contributing to the overall academic improvement trend, particularly in ELA. However, the Math decline for FY suggest that expanded learning programs may benefit from incorporating more targeted Math tutoring and intervention components.

Action 2.14 (Administrative Leadership Development) which focus on building instructional capacity across the district, is demonstrating partial effectiveness. For Metric 2.1 (CAASPP ELA DFS), all groups improved from baseline: All +10.1 DFS, SED +10.1 DFS, EL +17.9 DFS, LTEL +8.5 DFS, FY +3.1 DFS, SWD +3.9 DFS, and HY +3.0 DFS. For Metric 2.2 (CAASPP Math DFS), results are mixed: All students +12.1 DFS, EL +17.6 DFS, LTEL +5.4 DFS, SWD +6.1 DFS, SED +12 DFS, and HY +1.3 DFS. However, FY declined -3.3 DFS. The ELA gains across all groups suggest that administrative leadership development is supporting instructional improvement. In response to the Math decline for FY, administrative leadership development will emphasize equity-focused instructional leadership and data-driven decision making that specifically monitors and responds to math achievement gaps.

Action 2.15 (Universal Transitional Kinder), is demonstrating mostly effective results. For Metric 2.3 (i-Ready 3rd Grade Reading Diagnostic), the current difference from baseline shows: All +0%, SED -3%, EL -5%, FY +11%, SWD +8%, and HY +5%. Most student groups are maintaining or slightly exceeding the baseline growth target. Foster Youth showed the strongest improvement from baseline at +11%, and SWD improved +8%. However, English Learners showed a -5% decline from baseline and SED showed a -3% decline, suggesting that Universal TK programming may need to incorporate more intentional language development supports for English Learners and additional targeted supports for Low Income students in the earliest grades.

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

The Plan Summary Reflections for LREBG, Action 2.4 has been updated to include Career Technical Education (CTE) and the action description has been updated as an LREBG Action.

The Plan Summary Reflections for LREBG, Action 2.6 has been added to include MTSS school leadership capacity to monitor tiered interventions, coaching, and facilitate data driven decision. The Action Description for Action 2.6 has been revised to include the added LREBG funding amount.

Metric 2.1, Target for Year 3 Outcome data has been updated for LTEL (-77.3 from -70), FY (-57 from -48.1), SWD (-87.4 from -70), and HY (-43.1 from -34.1) to reflect a more accurate 3 point growth each year for these student groups.

Metric 2.2, Target for Year 3 Outcome data has been updated for SED (-29 from -17) and LTEL (-129.3 from -95) to reflect a more accurate 3 point growth each year for these student groups. Additionally, a correction was made to the SWD Baseline (-122.8 from -59.6) and the Targeted Outcome (-113.7 from -44.6). Additionally, due to a clerical error, SED baseline data has been corrected to reflect -59.6 DFS.

Metric 2.4, Target for Year 3 Outcome data has been updated to 50.5% from 56.5% which is a maintenance of the ELPI baseline. The action description for 2.4 has also been updated to include Art, as part of the specialty programs and updated as an LREBG Action.

The Target for Year 3 Outcome for Metric 2.10 (CAASPP ELA-Elementary School) has been revised to establish a new three-year target for several student groups, including Bon View All (-35.4 from -49.9), El Camino SWD (-76 from -64), Elderberry SWD (-88.2 from -70), and Vineyard SWD (-97.4 from -97), to reflect a more accurate 3 point growth each year for these student groups.

The Target for Year 3 Outcome for Metric 2.11 (CAASPP ELA-Middle School) has been revised to establish a new three-year target for most student groups, including adjustments for De Anza (All: -21.4; SWD: -106.1), Oaks (EL: -65.2; SWD: -100.4), Wiltsey (EL: -62.4; SWD: -109.3), Serrano (EL: -63.1; SWD: -91.8), Vernon (EL: -81.3; SWD: -99.7), and Vina Danks (All: -39.1; SWD: -89.1) to reflect a more accurate 3 point growth each year for these student groups.

The Target for Year 3 Outcome for Metric 2.12 (CAASPP Math-Elementary School) has been revised to establish a new three-year target for specific student groups, including Arroyo (EL: -99.1; SWD: -121.9), Bon View (SWD: -99.1), Del Norte (All: -69; SWD: -122.1), and Vineyard (All: -41.5; SWD: -117.8) to reflect a more accurate 3 point growth each year for these student groups.

The Target for year 3 Outcome for Metric 2.13 (CAASPP Math-Middle School) has been revised to establish a new three-year target for several schools, including Oaks (SWD: -139.8), Wiltsey (All: -83.1; EL: -125.6; HY: -118.5; SWD: 145.2), Serrano (SWD: -123.4), Vernon (SWD: -138), and Vina Danks (All: -94.4; HY: -102.1; SED: -98.5) to reflect a more accurate 3 point growth each year for these student groups.

The Target for Year 3 Outcome for Metric 2.16 has been revised for all student groups to align with a +.5% growth target, as current trends show an average growth of .5% each year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Humanities and STEM PD & Resources	The Learning & Teaching Division will provide professional development, instructional strategies, coaching, and support in the area of Language Arts, Social Studies, Science, Technology, and Engineering, and Math (STEM), principally directed low income, foster youth, and English learners, to ensure high levels of learning, as measured by M2.1, M2.2, M2.10, M2.11, M2.12, and M2.13.	$905,316.00	Yes
2.2	Coaching & Support	The Learning & Teaching Division will provide professional learning through job-embedded coaching, mentoring and demonstration classes, principally directed for low income, foster youth and English learners to support teachers, including a teacher Induction program for multiple subject and single subject teachers, as measured by M2.1 and M2.2.	$666,684.00	Yes
2.3	Technology Integration	The Learning & Teaching Division will provide professional development, digital licenses, educational technology resources, and platforms for staff and students, principally directed to low income, foster youth, and English learners to support educators in offering students access to technology integration across content areas, including, delivering instruction in the computer sciences, coding, and robotics, as measured by M2.1 and M2.2. LREBG Action: $146,780	$339,339.00	No
2.4	Magnet, College and Career, & Specialty Programs	The Learning & Teaching Division will provide specialty programs and support to students in areas such as VAPA, STEM, AVID, GATE, Dual Immersion, Sports, High School Credit Courses, Technology, Art and Music, principally directed to low income, foster youth, and English learners to address their specific talents and needs in order to provide equitable access to core instruction and ensure high levels of learning, and increase college and career readiness, as measured by M2.7, M2.8, M2.9, M2.15, M2.16, M2.17, M2.18. LREBG Action: $334,100	$3,644,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	The Learning & Teaching Division will provide professional development, resources, coaching and support to Transitional Kinder (TK) - 2nd Grade educators, principally designed to low income, foster youth, and English learners to ensure high levels of early literacy, as measured by M2.3. LREBG ACTION: $120,200	$271,918.00	Yes
2.6	MTSS Academic Implementation	The District will support all 34 schools with their ongoing implementation of a comprehensive District supported Multi-Tiered System of Support (MTSS) designed for school leadership teams to embed research and evidence-based academic (SEL/behavior addressed in Goal 3) practices, consistent procedures, student tiered supports and strategies, principally designed for low income, foster youth, and English learners to increase and improve equity and access as measured by M2.1, M2.2, M2.3, M2.10, M2.11, M2.12, and M2.13. LREBG Action: $274,121	$19,415,729.00	Yes
2.7	Intervention Resources & Assessment	The Learning & Teaching Division will provide educational software programs such as i-Ready Teacher Toolkit, Accelerated Reader, Early Progress Monitoring Programs, Next Gen Math, and Illuminate Education to monitor student progress through summative and formative assessments and to identify supports and interventions, principally directed to low income, foster youth, and English learners to address the academic needs of students as measured by M2.1, M2.2, M2.3, M2.10, M2.11, M2.12, and M2.13. LREBG ACTION: $347,536	$1,105,100.00	Yes
2.8	EL Academic Programs & PD	The Learning & Teaching Division will provide academic and multilingual programs designed for English learners and Long Term English Learners (LTELs) to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities, principally directed to English Learners to ensure students	$758,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are monitored and make progress towards reclassification, as measured by M2.4 and M2.5.		
2.9	EL Language Programs & PD	The Learning & Teaching Division will provide ELs and LTELs language programs designed to promote linguistic and multilingual achievement by providing educators high quality professional development, coaching, monitor student linguistic interactions and progress, and ongoing and sustainable professional development in evidence-based strategies, principally directed to English Learners to support designated and integrated English Language Development in the classroom, as measured by M2.4 and M2.5.	$367,612.00	Yes
2.10	Professional Development in EL and LTEL Strategies	The Learning & Teaching Division will provide ongoing professional development for teacher on EL instructional strategies to increase language proficiency to support ELs and LTELs, as measured by M2.4, M2.5, and M2.14	$30,616.00	Yes
2.11	SPED Academic Programs	OMSD SELPA will provide programs, principally directed to low income students with disabilities to meet individually identified instructional and learning needs in the areas of autism, orthopedic impairment, functional academics, speech and language, behavioral intervention, inclusion and individualized literacy programs.	$46,143,685.00	No
2.12	SPED PD & Resources	OMSD SELPA will provide teachers and support staff professional development on inclusive practices, increased student access to core curriculum and monitoring student progress towards IEP goals, to accelerate achievement for students with disabilities.	$13,114.00	No
2.13	Expanded Learning	The Learning & Teaching Division will coordinate learning and enrichment programs to ensure students have opportunities to extend their learning and special interests through before-school, after-school, spring and summer school instructional programs, principally directed to low income,	$15,139,675.00	No

Action #	Title	Description	Total Funds	Contributing
		foster youth, and English Learners, to bridge and accelerate learning across all content areas, as measured by M2.1, M2.2, M2.3, M2.6, M2.10, M2.11, M2.12, and M2.13.		
2.14	Administrative Leadership Development	The District will promote a system of support to develop the leadership capacity of certificated management aligned to Multi-Tiered System of Supports, Local Control and Accountability Plan, Federal LCAP Addendum and the District Five-Year Action Plan, principally directed to low income, foster youth, and English learners students to improve ELA and Math performance, as measured by M2.1 and M2.2.	$684,146.00	No
2.15	Universal Transitional Kinder	The Learning & Teaching Division will provide Transitional Kindergarten staff professional development, resources, coaching, and support for research and evidence-based practices for curriculum implementation for all students to support core subject areas, as measured by M2.3.	$2,930,840.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%	2024 CA Dashboard All 16.3% SED 17.3% EL 14.7% FY 11.8% SWD 22% HY 21.9%	2025 CA Dashboard All 10% SED 10.7% EL 8% FY 10.2% SWD 14.9% HY 14.4% LTEL 13%	CA School Dashboard All 14.8% SED 15.8% EL 13.2% FY 10.3% SWD 20.5% HY 20.4%	All -13.1% SED -13.6% EL -13.6% FY -12.2% SWD -16.7% HY -13.4%
3.2	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%	2025 Student Information System (SIS) All 96.2% EL 96.6% SED 96% FY 96.3%	2025 Student Information System (SIS) All 96.6% EL 96.7% SED 96.5% FY 97.3%	Student Information System (SIS) All 97.1% EL 97.2% SED 97% FY 97.7%	All +1.7% EL +1.3% SED +1.5% FY +1.9%
3.3	Suspension Rate Source: CA School Dashboard	2023 CA School Dashboard All 1.6% SED 1.7% EL 1.3% FY 2.7% SWD 1.9% HY 1.7%	2024 CA School Dashboard All 1.2% SED 1.3% EL .8% FY 0% SWD 1.3% HY .8%	2025 CA School Dashboard All 1.6% SED 1.6% EL 1.5% FY 1.7% SWD 2% HY 1.4%	CA School Dashboard All 1.3% SED 1.4% EL 1% FY 1.8% SWD 1.6% HY 1.1%	All 0% SED -.1% EL +.2% FY -1% SWD +.1% HY -.3%
3.4	California Healthy Kids Survey (CHKS) 5th Grade	2024 CHKS Survey School Connectedness 70% Feel Safe at School 73%	2025 CHKS Survey School Connectedness 71%	2026 CHKS Survey School Connectedness 72%	CHKS Survey School Connectedness 73%	School Connectedness +2% Feel Safe at School +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Healthy Kids Survey		Feel Safe at School 72%	Feel Safe at School 76%	Feel Safe at School 76%	
3.5	California Healthy Kids Survey (CHKS) 7th Grade Source: CA Healthy Kids Survey	2024 CHKS Survey School Connectedness 54% Feel Safe at School 54%	2025 CHKS Survey School Connectedness 56% Feel Safe at School 57%	2026 CHKS Survey School Connectedness 64% Feel Safe at School 70%	CHKS Survey School Connectedness 57% Feel Safe at School 57%	School Connectedness +10% Feel Safe at School +16%
3.6	California School Staff Survey Source: CA School Staff Survey	2024 CA School Staff Survey Supportive/Inviting place to work 93%	2025 CA School Staff Survey Supportive/Inviting place to work 92%	2026 CA School Staff Survey Supportive/Inviting place to work 92%	CA School Staff Survey Supportive/Inviting place to work 94%	Supportive/Inviting place to work -1%
3.7	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8% Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte	2024 CA School Dashboard Elementary and K-8 Arroyo All 21.4% EL 19.6% HY 26.7% Berlyn ALL 18.1% EL 13.4% HY 24.7% SED 18.8% SWD 29.2% HI 15.7% Bon View ALL 17.9% HY 32.3% SWD 20.2%	2025 CA School Dashboard Elementary and K-8 Arroyo All 15.2% EL 13.1% HY 19.4% Berlyn ALL 12.4% EL 10.2% HY 16.8% SED 12.8% SWD 21.5% HI 11.7% Bon View ALL 13.1% HY 22.5% SWD 16.8%	CA School Dashboard Elementary and K-8 Arroyo ALL: 19.9% EL: 18.1% HY: 25.2% Berlyn ALL: 16.6% EL: 11.9% HY: 24.7% SED: 17.3% SWD: 27.7% HI: 14.2% Bon View ALL: 16.4% HY: 30.2% SWD: 18.7%	Arroyo All -13.1% EL -15.9% HY -28% Berlyn ALL -10.3% EL -7.8% HY -10.9% SED -11.2% SWD -14% HI -10.1% Bon View ALL -14.2% HY -9.5% SWD -15.7% Del Norte All -10.7% SWD -6.6% Edison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 30.5% SWD 36% Edison ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5% Euclid All 18.4% HY 23.4% Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18% Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2% Montera	Del Norte All 27.1% SWD 38.7% Edison ALL 10.4% HY 25.5% SED 12.2% HI 11% Elderberry ALL 18% EL 11.1% HY 21.4% SED 19% SWD 22.9% AA 53.1% Euclid All 11.4% HY 7.3% Lehigh ALL 14.7% EL 12.7% HY 22.1% SED 15.6% HI 14.8% Lincoln ALL 18.5% EL 15.8% HY 23.1% SED 18.5% SWD 35.5% HI 15.9%	Del Norte All 19.8% SWD 29.4% Edison ALL 8.1% HY 18.2% SED 9.2% HI 8.5% Elderberry ALL 13.5% EL 9.2% HY 15.1% SED 14.1% SWD 18.4% AA 25.9% Euclid All 8.6% HY 5.2% Lehigh ALL 11.2% EL 10.4% HY 16.8% SED 12.1% HI 10.8% Lincoln ALL 14.1% EL 11.2% HY 18.4% SED 14.5% SWD 26.2% HI 13.9%	Del Norte ALL: 25.6% SWD: 37.2% Edison ALL: 8.9% HY: 24.0% SED: 10.7% HI: 9.5% Elderberry ALL: 16.5% EL: 9.6% HY: 19.9% SED: 17.5% SWD: 21.4% AA: 44.5% Euclid ALL: 9.9% HY: 5.8% Lehigh ALL: 13.2% EL: 11.2% HY: 20.6% SED: 14.1% HI: 13.3% Lincoln ALL: 17.0% EL: 14.3% HY: 21.6% SED: 17.0% SWD: 34.0% HI: 14.4%	ALL -7% HY -6.8% SED -8.6% HI -7.4% Elderberry ALL -13.6% EL -13.8% HY -13.6% SED -14.6% SWD -13.3% AA -21.6% Euclid All -9.8% HY -18.2% Lehigh ALL -6.2% EL -6.8% HY -4.8% SED -5.8% HI -7.2% Lincoln ALL -14.4% EL -10.7% HY -16.1% SED -13% SWD -25.3% HI -11.3% Montera ALL -13.1% EL -13.8% HY -1.8% SED -13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 28.8% EL 28% HY 25.9% SED 29.8% Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31% Haynes All 26.9% HY 29.4% Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%	Montera ALL 20.3% EL 19% HY 31.4% SED 21.7% Ramona ALL 21.7% SED 22.8% SWD 20.8% HI 22.4% Haynes All 17.1% HY 20.8% Vineyard ALL 9.1% EL 9.1% HY 11% SED 9.2% SWD 16.4% HI 8.7%	Montera ALL 15.7% EL 14.2% HY 24.1% SED 16.7% Ramona ALL 16.2% SED 17% SWD 17.4% HI 16.4% Haynes All 12.8% HY 15.3% Vineyard ALL 6.4% EL 5.2% HY 8.1% SED 9.2% SWD 11.2% HI 8.7%	Montera ALL: 18.8% EL: 17.5% HY: 29.9% SED: 20.2% Ramona ALL: 20.2% SED: 21.3% SWD: 19.3% HI: 20.9% Haynes ALL: 15.6% HY: 19.3% Vineyard ALL: 7.6% EL: 7.6% HY: 9.5% SED: 7.7% SWD: 14.9% HI: 7.2%	Ramona ALL -14.2% SED -14.4% SWD -21.1% HI -14.6% Haynes All -14.1% HY -14.1% Vineyard ALL -7.5% EL -6.7% HY -14.7% SED -5.4% SWD -14.2% HI -3.9%
3.8	Chronic Absenteeism-School and Student Group (Middle School) Percentage Source: CA School Dashboard	2023 CA School Dashboard Middle School Wiltsey ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7% Serrano	2024 CA School Dashboard Middle School Wiltsey ALL 18.1% EL 18.5% HY 27.7% SED 18.9% SWD 27.7% AA 30.8% HI 17.6% Serrano	2025 CA School Dashboard Middle School Wiltsey ALL 14.2% EL 15.1% HY 21.4% SED 14.8% SWD 22.3% AA 24.1% HI 13.9% Serrano	CA School Dashboard Middle School Wiltsey ALL: 16.6% EL: 17.0% HY: 26.2% SED: 17.4% SWD: 26.2% AA: 28.4% HI: 16.1% Serrano	Wiltsey ALL -13.5% EL -11% HY -12.2% SED -13.3% SWD -13.8% AA -5.8% HI -13.8% Serrano ALL -9.7% EL -13.8% SED -9.6% HI -10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 21.5% EL 26.7% SED 22% HI 21.6% Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%	ALL 14.8% EL 17.4% SED 15.5% HI 14.3% Vernon ALL 13.8% EL 12.4% HY 10% SED 13.9% SWD 17.3% HI 13.4%	ALL 11.8% EL 12.9% SED 12.4% HI 11.5% Vernon ALL 10.6% EL 10.1% HY 8.5% SED 10.9% SWD 14.2% HI 10.4%	ALL: 13.3% EL: 15.9% SED: 14.0% HI: 12.8% Vernon ALL: 12.3% EL: 10.9% HY: 8.5% SED: 12.4% SWD: 15.8% HI: 11.9%	 Vernon ALL -6.7% EL -11.6% HY -13.5% SED -6.8% SWD -11.5% HI -7%
3.9	Suspension Rate- School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 2.5% HY 6.8% Del Norte All 1.9% AA 7%	2024 CA School Dashboard Elementary and K-8 Arroyo All 1.5% HY 2.2% Del Norte All .9% AA 10.6%	2025 CA School Dashboard Elementary and K-8 Arroyo All 0% HY 0% Del Norte All 1% AA 5.3%	CA School Dashboard Elementary and K-8 Arroyo All 1.6% HY 5.6% Del Norte All 1% AA 5.8%	Arroyo All -2.5% HY -6.8% Del Norte All -.9% AA -1.7%
3.10	Suspension Rate- School and Student Group (Middle School) Percentage Source: CA School Dashboard	2023 CA School Dashboard Middle School Wiltsey All 1.9% AA 19.1%	2024 CA School Dashboard Middle School Wiltsey All 3.4% AA 7.3%	2025 CA School Dashboard Middle School Wiltsey All 4.3% AA 11.3%	CA School Dashboard Middle School Wiltsey All 1% AA 17.3%	Wiltsey All +2.4% AA -7.8%
3.11	CAASPP ELA- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS FY -63.1 DFS	2024 CA School Dashboard All -25.9 Points DFS SED -30.9 DFS EL -62.6 DFS	2025 CA School Dashboard All -16.5 Points DFS SED -21.9 DFS EL -50 DFS	CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS	All +10.1 DFS SED +10.1 DFS EL +17.9 DFS LTEL +8.5 FY +3.1 DFS SWD +3.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -94.3 DFS HY -49.1 DFS 2024 CA School Dashboard LTEL -89.1 DFS	LTEL -89.1 DFS FY -67.2 DFS SWD -98.2 DFS HY -53.8 DFS	LTEL -80.6 DFS FY -60 DFS SWD -90.4 DFS HY -46.1 DFS	LTEL -77.3 DFS FY -57 DFS SWD -87.4 DFS HY -43.1 DFS	HY +3 DFS
3.12	CAASPP Math- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -59.6 DFS EL -88.3 DFS FY -79.7 DFS SWD -122.8 DFS HY -71.5 DFS 2024 CA School Dashboard LTEL -137.7 DFS	2024 CA School Dashboard All -49.8 Points DFS SED -54.9 DFS EL -81.1 DFS LTEL -137.7 DFS FY -82.3 DFS SWD -119.5 DFS HY -75.5 DFS	2025 CA School Dashboard All -42.4 Points DFS SED -47.6 DFS EL -70.7 DFS LTEL -132.3 DFS FY -83 DFS SWD -116.7 DFS HY -70.2 DFS	CA School Dashboard All -45.5 Points DFS SED -29 DFS EL -73.3 DFS LTEL -129.3 DFS FY -80 DFS SWD -113.7 DFS HY -67.2 DFS	All +12.1 DFS SED +12 DFS EL +17.6 DFS LTEL +5.4 FY -3.3 DFS SWD +6.1 DFS HY +1.3 DFS
3.13	Expulsion Rate Source: Dataquest	2022-2023 Dataquest All 0% EL 0% SED 0% FY 0%	2023-2024 Dataquest All 0% EL 0% SED 0% FY 0%	2024-2025 Dataquest All 0% EL 0% SED 0% FY 0%	Dataquest All 0% EL 0% SED 0% FY 0%	All 0% EL 0% SED 0% FY 0%

Goal Analysis [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.

The Ontario-Montclair School District successfully implemented Goal 3 by prioritizing students' social-emotional and behavioral well-being. Recognizing the important role of emotional health in academic success, the district emphasized fostering a supportive and engaging environment for all students. Teachers and support staff expanded their roles to address students' social-emotional and behavioral needs, aiming to make a positive impact on engagement and reduce chronic absenteeism. By integrating social-emotional learning into daily practices and promoting positive school climates, the district created spaces where students felt safe, valued, and connected.

This approach not only improved attendance rates but also contributed to overall student well-being and academic achievement. The district fully implemented all ten actions: Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10. There were no substantive differences between the planned actions and actual implementation.

Action 3.1 (MTSS SEL & Behavioral PD Implementation) was fully implemented. The district continued PBIS school-wide implementation and tiered intervention and support at all 34 schools, with an increased number of schools attaining Platinum recognition by state and county oversight. Certificated and classified staff received training on tiered mental health services, suicide prevention, restorative practices, trauma-informed practices, social-emotional learning, and behavioral health services. Fee Schedule billing was implemented district-wide to provide continued access to behavioral health services and supports. Several teams attended the National PBIS Conference to learn best practices in ongoing implementation. Additionally, OMSD was designated as a Community School Learning Visit district. Embracing the "whole-child" approach, the district collaborated closely with teachers, students, families, and partners to provide services such as behavior consultation, mental health support, case management, crisis response, and school nursing. These services were delivered by a dedicated team, including Outreach Consultants, Counselor/Outreach Consultants, School/Family Outreach Assistants, School Nurses, Mental Health Interns, Clinical Therapists, Intervention Specialists, and Clinical Supervisors, effectively reducing barriers to learning and promoting student success.

Action 3.2 (Social-emotional Intervention Resources & Assessment) was fully implemented. An increased number of teachers utilized the Panorama platform to improve monitoring of academic, social-emotional, and behavioral achievement to provide intervention as appropriate, strengthening the Coordination of Services Team (COST) and Student Study Team (SST) processes. This centralized documentation facilitated more accurate data analysis and allowed for the implementation of targeted, needs-based interventions, thereby supporting the district's Multi-Tiered System of Supports (MTSS) framework specifically in the areas of Behavior and Social-emotional learning. SWIS behavioral data was also integrated automatically into the Panorama platform and schools utilized PBIS Rewards to provide Tier I reinforcement and to monitor Tier II intervention. The California Healthy Kids Survey (CHKS) was utilized to help site leaders make systematic decisions to increase positive school culture.

Action 3.3 (Case Management Integrated Supports) was fully implemented. The Health & Wellness Department provided case management services to families experiencing homelessness and economic hardship, supporting students and families with access to basic needs including food, clothing, and health care. Community resources were integrated to address barriers to attendance and engagement, helping to develop safe and stable family environments for low income, foster youth, and English learner students.

Action 3.4 (Mental Health & Crisis Integrated Supports) was fully implemented. The Health & Wellness Department continued to provide coordinated trauma-informed mental health services to students and families. Students were linked to appropriate services and supports based on identified needs, including individual, school-wide, and districtwide crisis response. In collaboration with school staff, needs were identified and students were connected to the services necessary to achieve psychological, social, and emotional well-being.

Action 3.5 (Mental Health Support for Staff) was fully implemented. The district continued to offer the Employee Assistance Program (EAP) to all eligible contracted employees. In-the-moment mental health support was provided as well as linkage to appropriate services for ongoing support, ensuring that staff had access to the resources needed to maintain a safe and healthy workplace environment.

Action 3.6 (School Climate & Student Engagement) was fully implemented. The district funded 12.5 FTE mentor positions to support site behavioral and social-emotional needs. Outreach Consultants and Site Outreach Assistants were provided at school sites to engage with

students and families, while alternative learning environments offered individualized academic, behavioral, and social-emotional support. The SOAR Academy continued to operate as a comprehensive Alternative School of Choice. Targeted staff received training around appropriate adult interactions in conjunction with the Child Welfare and Attendance Department. Staff engaged with students and parents, identified reasons for absenteeism, and implemented individual plans and behavioral supports to address the needs of struggling students.

Action 3.7 (Expanded Learning-Enrichment Opportunities) was fully implemented. The district offered over 1,600 clubs and activities across OMSD schools, along with a robust after-school athletics program including intramural sports for all students. Club sports opportunities were expanded in baseball, basketball, volleyball, and soccer, tripling the number of opportunities for students to stay physically fit. The district partnered with over 15 community-based organizations providing unique opportunities such as Karate, Tennis, Boxing, Chess, Painting and Art, Leadership, and Ballet Folklorico. Additional enrichment activities included Aqua Aerobics, Healthy Eating Clubs, Cooking Classes, Beauty Club, Robotics and Drone, E-sports, and Boxing. Notably, the district received a Golden Bell Award for its work in expanded learning.

Action 3.8 (SPED SEL PD) was fully implemented. OMSD SELPA provided specialized training through the Professional Development Catalog on developing function-based behavior goals, creating intervention plans, and employing data collection techniques to measure progress. Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) provided ongoing, individualized guidance to staff, assisting in managing student behavior, increasing engagement, and promoting social skill development. Crisis Prevention Institute (CPI) training was also provided to ensure staff capacity in managing challenging behaviors safely and effectively.

Action 3.9 (Cultural Proficiency & Equity) was fully implemented. The SELPA and Equity Division continued implementation of the adopted equity framework across the district. The Equity Through Unity Committee maintained oversight of the development, implementation, and progress monitoring of equity-based interventions. Equity Modules were presented to schools throughout the school year covering topics such as Greeting Our Children, My Name My Identity, Positive Communication, Family and Community Engagement, Recognizing Bias, and Culturally Relevant and Sustainable Practices. Equity Talks facilitated critical discussions among educators and educational partners on equity, inclusion, and advocacy, and the Equity Café served as a professional learning and resource hub for site administrators.

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

Overall, the district demonstrated an exceptional commitment to the goals outlined in Goal 3. All ten actions were fully implemented with no substantive differences, reflecting consistent and comprehensive progress in providing social-emotional and behavioral supports, mental health services, case management, student engagement opportunities, cultural proficiency and equity initiatives, and campus security. No significant challenges were identified that prevented or limited implementation of the actions. The district's holistic approach to addressing the whole child, combined with strong community partnerships and a robust expanded learning program recognized with a Golden Bell Award, contributed to creating safe, supportive, and engaging learning environments across all schools.

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

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

Action 3.3 (Case Management Integrated Supports) experienced a material difference resulting from salary adjustments for key personnel: this included a modification to the salary portion split for the Health & Wellness Director and the full (100%) salary absorption of an Insurance Enrollment Specialist.

A material difference in Action 3.4 (Mental Health & Crisis Integrated Supports) occurred when the Health & Wellness Director salary percentage split was moved to this goal.

Action 3.5 (Mental Health Support for Staff) experienced a material difference due to a variance in staffing metrics, specifically where the actual employee count was less than the estimated number.

A material difference in Action 3.8 (SPED SEL PD) occurred from reduced expenditures on external conferences and contracted professional development, which were successfully replaced by internal professional development.

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

The district focused on implementing a range of strategies found in Goal 3 to promote social emotional, behavioral, and campus wellbeing and safety. Over the 2025-2026 school year, the effectiveness of the specific actions towards achieving Goal 3, which focuses on providing social emotional, behavioral, intervention, resources, safety, and student engagement, and enrichment opportunities, was consistently implemented across different actions.

Action 3.1 (MTSS SEL & Behavioral PD Implementation), is demonstrating strong effectiveness in making progress toward Goal 3. For Metric 3.1 (Chronic Absenteeism): All students -13.1%, SED -13.6%, EL -13.6%, FY -12.2%, SWD -16.7%, and HY -13.4%. For Metric 3.2 (Attendance Rate): All students +1.7%, EL +1.3%, SED +1.5%, and FY +1.9%. For Metric 3.4 (CHKS 5th Grade): School connectedness increased +2% from baseline; feeling safe at school increased +3% from baseline. For Metric 3.5 (CHKS 7th Grade): School connectedness increased +10% from baseline; feeling safe at school increased +16% from baseline. For Metric 3.7 (Chronic Absenteeism Elementary/K-8 by School): Notable improvements from baseline include: Lincoln All -14.4%, EL -10.7%, SED -13.0%, SWD -25.3%, HY -16.1%, and HI -11.3%; Elderberry All -13.6%, EL -13.8%, SED -14.6%, SWD -13.3%, HY -13.6%, and AA -21.6%; Ramona All -14.2%, SED -14.4%, SWD -21.1%, and HI -14.6%; Haynes All -14.1% and HY -14.1%; Bon View All -14.2%, HY -9.5%, and SWD -15.7%; Euclid All -9.8% and HY -18.2%; Arroyo All -13.1%, EL -15.9%, and HY -28.0%; Montera All -13.1%, EL -13.8%, and SED -13.1%; Berlyn All -10.3%, EL -7.8%, SED -11.2%, SWD -14.0%, HY -10.9%, and HI -10.1%; Edison All -7.0%, SED -8.6%, HY -6.8%, and HI -7.4%; Vineyard All -7.5%, EL -6.7%, HY -14.7%, SED -5.4%, SWD -14.2%, and HI -3.9%; Lehigh All -6.2%, EL -6.8%, SED -5.8%, HY -4.8%, and HI -7.2%; Del Norte All -10.7% and SWD -6.6%. Metric 3.8 (Chronic Absenteeism Middle School by School): Wiltsey All -13.5%, EL -11.0%, SED -13.3%, SWD -13.8%, HY -12.2%, AA -5.8%, and HI -13.8%; Serrano All -9.7%, EL -13.8%, SED -9.6%, and HI -10.1%; Vernon All -6.7%, EL -11.6%, HY -13.5%, SED -6.8%, SWD -11.5%, and HI -7.0%. Because this action is contributing, English Learners experienced a 13.6% decrease in chronic absenteeism and a 1.3% increase in attendance, along with a +10% increase in 7th grade connectedness and +16% increase in 7th grade

feeling safe. Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance. Foster Youth experienced a 12.2% decrease in chronic absenteeism and a 1.9% increase in attendance. The comprehensive MTSS SEL and behavioral professional development, including training in PBIS, Restorative Practices, Trauma-Informed Care, and Suicide Prevention, appears to be effectively equipping staff to support the social-emotional and behavioral needs of unduplicated students, resulting in improved attendance, reduced chronic absenteeism, and stronger school connectedness and feelings of safety. The 7th grade results are particularly noteworthy, reflecting a substantial improvement in how middle school students perceive their school environment.

Action 3.2 (Social-emotional Intervention Resources & Assessment) which focuses on identifying appropriate tiered supports and interventions through the implementation of platforms is demonstrating mostly effective results. For Metric 3.3 (Suspension Rate): All students 0% (no change from baseline of 1.6%), SED -0.1%, EL +0.2%, FY -1.0%, SWD +0.1%, and HY -0.3%. Metric 3.4 (CHKS 5th Grade): School connectedness increased +2% from baseline; feeling safe at school increased +3% from baseline. Metric 3.5 (CHKS 7th Grade): School connectedness increased +10% from baseline; feeling safe at school increased +16% from baseline. Metric 3.9 (Suspension Rate Elementary/K-8 by School): Arroyo All -2.5% and HY -6.8% from baseline; Del Norte All -0.9% and AA -1.7% from baseline. Metric 3.10 (Suspension Rate Middle School by School): Wiltsey All +2.4% from baseline; however, Wiltsey AA -7.8% from baseline, which is a notable positive outcome for African American students at this site. Metric 3.13 (Expulsion Rate): 0% difference from baseline for All students, EL, SED, and FY — maintaining the 0% expulsion rate across all groups. Because this action is contributing, Foster Youth showed the strongest improvement in suspension rate (-1.0% from baseline), suggesting that social-emotional intervention resources and assessment platforms such as Panorama and SWIS are effectively identifying and supporting FY students. Low Income (SED) students showed a modest improvement (-0.1%). Homeless Youth decreased -0.3%. However, English Learners showed a slight increase (+0.2%) in suspension rate from baseline, and SWD showed a slight increase (+0.1%), indicating that SEL intervention resources may need to be more intentionally tailored to address the unique social-emotional and behavioral needs of EL students, including potential language barriers in accessing SEL supports. The strong gains in school connectedness and feeling safe at school for both 5th graders (+2% and +3%) and 7th graders (+10% and +16%) suggest that the monitoring and intervention systems are contributing to a more positive school climate overall. The maintenance of 0% expulsion rate across all unduplicated groups reflects continued effectiveness in this area.

Action 3.3 (Case Management Integrated Supports) is demonstrating strong effectiveness. For Metric 3.1 (Chronic Absenteeism): All students -13.1%, SED -13.6%, EL -13.6%, FY -12.2%, SWD -16.7%, and HY -13.4%.
Metric 3.2 (Attendance Rate): All students +1.7%, EL +1.3%, SED +1.5%, and FY +1.9%. For Metric 3.7 (Chronic Absenteeism Elementary/K-8 by School): Case management supports appear to be particularly effective for vulnerable populations: Arroyo HY -28.0%; Euclid HY -18.2%; Lincoln SWD -25.3% and HY -16.1%; Ramona SWD -21.1%; Bon View SWD -15.7%; Elderberry EL -13.8%, SED -14.6%, and AA -21.6%; Vineyard HY -14.7% and SWD -14.2%; Haynes All -14.1% and HY -14.1%; Montera All -13.1%, EL -13.8%, and SED -13.1%. Some areas showed limited improvement: Montera HY -1.8%; Lehigh HY -4.8%. Metric 3.8 (Chronic Absenteeism Middle School by School): Vernon HY -13.5%, EL -11.6%, and SWD -11.5%; Wiltsey All -13.5%, SED -13.3%, SWD -13.8%, and HI -13.8%; Serrano EL -13.8% and HI -10.1%. Because this action is contributing, Foster Youth experienced a 12.2% decrease in chronic absenteeism and a 1.9% increase in attendance from baseline, suggesting that case management services addressing basic needs such as food, clothing, income, and healthcare access are effectively stabilizing FY students. Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance. English Learners experienced a 13.6% decrease in chronic absenteeism and a 1.3% increase in attendance. The dramatic improvements for Homeless Youth at several sites (Arroyo HY -28.0%, Euclid HY -18.2%, Lincoln HY -16.1%, Vineyard HY -14.7%, Vernon HY -13.5%) demonstrate that eliminating barriers to basic needs is a powerful strategy for improving

attendance among the most vulnerable students. The limited improvement at Montera (HY -1.8%) and Lehigh (HY -4.8%) suggest that case management services at these sites may need to be intensified or restructured.

Action 3.4 (Mental Health & Crisis Integrated Support) is demonstrating strong effectiveness. For Metric 3.1 (Chronic Absenteeism): All students -13.1%, SED -13.6%, EL -13.6%, FY -12.2%, SWD -16.7%, and HY -13.4%.
Metric 3.2 (Attendance Rate): All students +1.7%, EL +1.3%, SED +1.5%, and FY +1.9%. Metric 3.7 (Chronic Absenteeism Elementary/K-8 by School): Mental health and crisis supports appear to be contributing to significant improvements for vulnerable populations: Lincoln SWD -25.3% and HY -16.1%; Ramona SWD -21.1%; Arroyo HY -28.0%; Euclid HY -18.2%; Elderberry SWD -13.3% and HY -13.6%; Vineyard SWD -14.2% and HY -14.7%; Bon View SWD -15.7%; Berlyn SWD -14.0%. Some areas showed limited improvement: Lehigh HY -4.8%; Montera HY -1.8%. Metric 3.8 (Chronic Absenteeism Middle School by School): Vernon HY -13.5% and SWD -11.5%; Wiltsey SWD -13.8% and HY -12.2%; Serrano EL -13.8%. Because this action is contributing, Foster Youth experienced a 12.2% decrease in chronic absenteeism and a 1.9% increase in attendance from baseline, suggesting that trauma-informed mental health services are effectively supporting FY students' psychological and emotional wellbeing. Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance. English Learners experienced a 13.6% decrease in chronic absenteeism and a 1.3% increase in attendance. The combination of case management (Action 3.3) and mental health services (Action 3.4) appears to create a powerful integrated support system that addresses both material needs and psychological wellbeing, resulting in dramatic attendance improvements for the most vulnerable student groups.

Action 3.5 (Mental Health Support for Staff) is demonstrating limited effectiveness. For Metric 3.6 (CA School Staff Survey), the current difference from baseline shows a -1% decline in staff reporting a supportive/inviting place to work, dropping from 93% to 92%. Even as this action showed 1% decline, the amount of staff feeling support is at 92% which shows the importance of being able to provide staff with access to mental health and de-escalating crisis response to support a safe and healthy workplace environment. The service further allows for linkage to appropriate services for ongoing support and services.

Action 3.6 (School Climate & Student Engagement) is demonstrating strong effectiveness. For Metric 3.1 (Chronic Absenteeism): All students -13.1%, SED -13.6%, EL -13.6%, FY -12.2%, SWD -16.7%, and HY -13.4%.
Metric 3.2 (Attendance Rate): All students +1.7%, EL +1.3%, SED +1.5%, and FY +1.9%. Metric 3.4 (CHKS 5th Grade): School connectedness increased +2% from baseline; feeling safe at school increased +3% from baseline. For Metric 3.5 (CHKS 7th Grade): School connectedness increased +10% from baseline; feeling safe at school increased +16% from baseline. For Metric 3.6 (CA School Staff Survey): Current difference from baseline shows -1% decline (from 93% to 92%). For Metric 3.7 (Chronic Absenteeism Elementary/K-8 by School): Strong improvements include: Lincoln All -14.4%, EL -10.7%, SED -13.0%, SWD -25.3%, and HY -16.1%; Arroyo All -13.1%, EL -15.9%, and HY -28.0%; Elderberry All -13.6%, EL -13.8%, SED -14.6%, and AA -21.6%; Ramona All -14.2%, SED -14.4%, and SWD -21.1%; Euclid All -9.8% and HY -18.2%; Haynes All -14.1% and HY -14.1%; Bon View All -14.2% and SWD -15.7%; Montera All -13.1%, EL -13.8%, and SED -13.1%; Vineyard HY -14.7% and SWD -14.2%; Berlyn All -10.3%, SED -11.2%, SWD -14.0%, and HI -10.1%; Edison All -7.0%, SED -8.6%, and HI -7.4%. Limited improvement: Montera HY -1.8%; Lehigh HY -4.8%. Metric 3.8 (Chronic Absenteeism Middle School by School): Wiltsey All -13.5%, SED -13.3%, SWD -13.8%, HI -13.8%, HY -12.2%, EL -11.0%, and AA -5.8%; Serrano All -9.7%, EL -13.8%, HI -10.1%, and SED -9.6%; Vernon All -6.7%, HY -13.5%, EL -11.6%, SWD -11.5%, HI -7.0%, and SED -6.8%. Because this action is contributing, English Learners experienced a 13.6% decrease in chronic absenteeism, a 1.3% increase in attendance, and benefited from the +10% increase in 7th grade connectedness and +16% increase in 7th grade feeling safe. Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance. Foster Youth experienced a 12.2% decrease in chronic

absenteeism and a 1.9% increase in attendance. The provision of student mentors, outreach consultants, and site outreach assistants at all school sites is demonstrating a powerful impact on student engagement and attendance for unduplicated student groups. The dramatic improvements in 7th grade connectedness (+10%) and feeling safe (+16%) suggest that the middle school mentoring and outreach model is particularly effective during these critical adolescent years. The slight decline in staff survey (-1%) may reflect the increased demands placed on staff through the comprehensive engagement and support systems.

Action 3.7 (Expanded Learning-Enrichment Opportunities) is demonstrating strong effectiveness. For Metric 3.1 (Chronic Absenteeism): All students -13.1%, SED -13.6%, EL -13.6%, FY -12.2%, SWD -16.7%, and HY -13.4%. Metric 3.2 (Attendance Rate): All students +1.7%, EL +1.3%, SED +1.5%, and FY +1.9%. Metric 3.4 (CHKS 5th Grade): School connectedness increased +2% from baseline; feeling safe at school increased +3% from baseline. Metric 3.5 (CHKS 7th Grade): School connectedness increased +10% from baseline; feeling safe at school increased +16% from baseline. Metric 3.7 (Chronic Absenteeism Elementary/K-8 by School): Enrichment opportunities appear to be contributing to broad improvements across sites: Lincoln All -14.4% and SWD -25.3%; Arroyo HY -28.0%; Euclid HY -18.2%; Ramona SWD -21.1%; Elderberry EL -13.8% and AA -21.6%; Haynes All -14.1% and HY -14.1%; Bon View All -14.2% and SWD -15.7%; Montera All -13.1% and EL -13.8%; Vineyard HY -14.7% and SWD -14.2%. Limited improvement: Montera HY -1.8%; Lehigh HY -4.8%.
Metric 3.8 (Chronic Absenteeism Middle School by School): Vernon HY -13.5%; Wiltsey HI -13.8% and SED -13.3%; Serrano EL -13.8% and HI -10.1%. Because this action is contributing, English Learners experienced a 13.6% decrease in chronic absenteeism and a 1.3% increase in attendance from baseline. Low Income (SED) students experienced a 13.6% decrease in chronic absenteeism and a 1.5% increase in attendance. Foster Youth experienced a 12.2% decrease in chronic absenteeism and a 1.9% increase in attendance. The provision of over 1,600 clubs and activities, expanded sports programs, and enrichment opportunities appears to be a powerful engagement strategy for unduplicated students. The strong gains in 7th grade connectedness (+10%) and feeling safe (+16%) suggest that enrichment opportunities are particularly impactful for middle school students, providing them with multiple pathways to connect with school beyond academics. The district's geographically situated socio-economically disadvantaged area makes these school-based enrichment opportunities especially critical for unduplicated students who may not otherwise have access to extracurricular activities.

Action 3.8 (SPED SEL PD) provides professional development on function-based behavior goals, intervention plans, data collection, and strategies to manage behavior, increase classroom engagement, and promote social skills development for students with disabilities. While no specific metrics are listed in the action description, the districtwide data for Students with Disabilities provides context: For Metric 3.1 (Chronic Absenteeism), SWD decreased -16.7% from baseline, the largest decrease of any student group. For Metric 3.3 (Suspension Rate), SWD increased +0.1% from baseline. The dramatic improvement in chronic absenteeism for SWD suggests that SEL professional development for SPED staff is contributing to improved engagement and attendance for students with disabilities. The slight increase in suspension rate (+0.1%) indicates that continued focus on behavioral strategies and de-escalation techniques may be beneficial.

Action 3.9 (Cultural Proficiency & Equity) is demonstrating positive effectiveness. For Metric 3.4 (CHKS 5th Grade), school connectedness increased +2% and feeling safe at school increased +3% from baseline. For Metric 3.5 (CHKS 7th Grade), school connectedness increased +10% and feeling safe at school increased +16% from baseline. The implementation of the equity framework, Equity Talks series, Equity Through Unity Committee, and the five Equity Modules (Greeting Our Children, My Name My Identity, Positive Communication, Family and Community Engagement, Recognizing Bias, and Culturally Relevant and Sustainable Practices) appears to be contributing to a more inclusive and welcoming school environment. The particularly strong gains in 7th grade connectedness (+10%) and feeling safe (+16%) suggest that culturally responsive and sustaining practices are resonating with middle school students, who may be more aware of and

sensitive to issues of identity, belonging, and equity. The +3% increase in 5th graders feeling safe at school also reflects positive progress in creating environments where younger students feel secure and valued.

Action 3.10 (Security & Campus Wellbeing) is demonstrating positive effectiveness. For Metric 3.4 (CHKS 5th Grade), school connectedness increased +2% and feeling safe at school increased +3% from baseline. For Metric 3.5 (CHKS 7th Grade), school connectedness increased +10% and feeling safe at school increased +16% from baseline. The provision of Campus Safety Officers, third-party security coverage, collaboration with the Ontario Police Department, expanded use of the Securly digital safety platform, and targeted staff training on incident documentation, de-escalation, and after-hours safety appears to be contributing to improved perceptions of safety and connectedness. The +16% increase in 7th graders feeling safe at school is particularly noteworthy, as middle school students often face heightened safety concerns. The +3% increase in 5th graders feeling safe and the +2% increase in connectedness also reflect positive progress. These results suggest that the comprehensive approach to campus security and wellbeing, including both physical and digital safety measures, is effectively creating environments where students feel protected and connected.

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

The Action Description for Action 3.1 has been updated to reflect 34 schools in the District.

Action 3.3 was changed from being a contributing action to a non-contributing action.

The total funding for Action 3.4 was significantly increased to accomodate the salaries of two clinical therapists.

The Plan Summary Reflections for LREBG no longer identify Action 3.6 as an LREBG Action.

The Target for Year 3 Outcome for Metric 3.2 has been revised for all student groups to align with a +.5% growth target, as current trends show an average growth of .5% each year.

The Target for year 3 Outcome for Metric 3.3 has decreased by .3 to reflect a more accurate .3 point growth each year. The data has been updated for All (1.3% from .7%), SED (1.4% from .8%), EL (1% from 1.3%), SWD (1.6% from 1%), and HY (1.1% from .8%)

Metric 3.11, Target for Year 3 Outcome data has been updated for LTEL (-77.6 from -70), FY (-57 from -48.1), SWD (-87.4 from -70), and HY (-43.1 from -34.1) to reflect a more accurate 3 point growth each year for these student groups.

Metric 3.12, Target for Year 3 Outcome data has been updated for SED (-29 from -17) and LTEL (-129.3 from -95) to reflect a more accurate 3 point growth each year for these student groups. Additionally, a correction was made to the SWD Baseline (-122.8 from -59.6), the Targeted Outcome (-113.7 from -44.6), and due to a clerical error, SED baseline data has been corrected to reflect -59.6 DFS.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS SEL & Behavioral PD Implementation	The District will support all 34 schools with their ongoing implementation of a comprehensive District supported Multi-Tiered System of Support (MTSS) designed for school leadership teams, principally directed to low income, foster youth, and English learners, to embed evidence-based social-emotional/behavioral (academic addressed in Goal 2) practices, consistent procedures, student tiered supports and strategies, as measured by M3.1, M3.2, M3.4, M3.5, M3.7, and M3.8. LREBG ACTION: $129,000	$19,454,802.00	Yes
3.2	Social-emotional Intervention Resources & Assessment	The Health & Wellness Department will support school and district staff in monitoring student academic, social-emotional and behavioral needs to identify appropriate tiered supports and interventions through the implementation of platforms such as Panorama Educational Platform and School-Wide Information System (SWIS) principally directed to English learners, low income and foster youth to increase student engagement, as measured by M3.3, M3.4, M3.5, M3.9, M3.10, M3.13.	$265,522.00	Yes
3.3	Case Management Integrated Supports	The Health & Wellness Department aims to develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income and to provide access to health care, principally directed to low income, foster youth, and English learners to improve and increase social-emotional wellbeing, as measured by M3.1, M3.2, M3.7, and M3.8.	$1,200,419.00	No
3.4	Mental Health & Crisis Integrated Supports	The Health & Wellness Department will provide students and families with coordinated trauma-informed mental health services to achieve psychological, social, and emotional well-being, allowing them to function at their full potential. In collaboration with school staff, needs are identified and linked to appropriate services and supports, including individual, school-wide and districtwide crisis response, principally directed to Low Income, Foster Youth, and English Learners, as measured by M3.1, 3.2, 3.7 and 3.8.	$551,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Mental Health Support for Staff	The District will provide school and district staff access to mental health and de-escalating crisis response to support a safe and healthy workplace environment for all students as measured by M3.6.	$66,720.00	No
3.6	School Climate & Student Engagement	The District will provide student Mentors, Outreach Consultants, Site Outreach Assistants, Alternative Learning staff and support at all school sites, principally directed to English learners, low income, and foster youth to promote positive relationships for students who need social-emotional and/or behavioral support to promote meaningful tiered response and support for families, as measured by M3.1, M3.2, M3.4, M3.5, M3.6, M3.7, and M3.8.	$9,317,484.00	Yes
3.7	Expanded Learning-Enrichment Opportunities	The Learning & Teaching Division will offer a wide variety of clubs and activities and enriching opportunities, principally directed to low income, foster youth, and English learner students to support students' physical, athletic, and social emotional wellbeing throughout the school year and summer, as measured by M3.1, M3.2, M3.4, M3.5, M3.7, and M3.8.	$1,833,351.00	Yes
3.8	SPED SEL PD	OMSD SELPA will provide teachers and support staff professional development on developing function-based behavior goals and intervention plans, data collection, measuring progress towards behavior goals and strategies, principally directed to students with disabilities, to manage behavior, increase classroom engagement and promote the development of social skills.	$13,114.00	No
3.9	Cultural Proficiency & Equity	The SELPA and Equity Division will implement the actionable items in the adopted equity framework that supports all district and school staff in the implementation of Culturally Responsive and Sustaining Practices to intentionally meet the needs of racially, linguistically, ethnically diverse, special education, at-promise, and Gifted and Talented students to insure inclusive MTSS practices, student advocacy, and family engagement, as measured by M3.4 and M3.5.	$399,363.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Security & Campus Wellbeing	The Human Resources Division will provide dedicated staff and resources for all students to ensure digital, online and in-person campus security and safety, safe routes to schools, anti-bullying practices and equitable access, as measured by M3.4 and M3.5.	$1,639,299.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Involvement-Thought Exchange Surveys Source: Thought Exchange Surveys	2023-2024 Surveys 2388 Family Members	2024-2025 Surveys 2786 Family Members	2025-2026 Surveys 3547 Family Members	Surveys 2626 Family Members	+1159 Family Members
4.2	EL Reclassification Rate Source: CA Dataquest	2022-2023 CA Dataquest 15%	2023-2024 CA Dataquest 14.6%	2024-2025 CA Dataquest 13.6%	CA Dataquest 15%	-1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Site Parent Involvement on Goals and Actions at all schools	2023-2024 SPSA Parent Involvement Goal: 100% of Schools EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	2024-2025 SPSA Parent Involvement Goal: 100% of Schools EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	2025-2026 SPSA Parent Involvement Goal: 100% of Schools EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	SPSA Parent Involvement Goal: 100% of School EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	SPSA Parent Involvement: 0% Difference EL Parent Involvement Action: 0% Difference SPED Parent Involvement Action: 0% Difference GATE Parent Involvement Action: 0% Difference
4.4	Parent Involvement-Annual Community Survey Source: Annual Community Survey	2023-2024 Annual Community Survey Attended Family Workshops All 5.6% EL 7% SED 6.5% FY 4%	2024-2025 Annual Community Survey Attended Family Workshops All 16% EL 1% SED 1% FY 1%	2025-2026 Annual Community Survey Attended Family Workshops All 17% EL 23% SED 17% FY 73%	Annual Community Survey Attended Family Workshops All 10% EL 10% SED 10% FY 10%	Attended Family Workshops All +11.4% EL +16% SED +10.5% FY +69%

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.

The Ontario-Montclair School District successfully implemented Goal 4, prioritizing student learning and family engagement while providing parents with academic capacity, resources, and tools to support the social-emotional needs of all students, with special emphasis on English learner families. The district worked collaboratively with educational partners to support student learning and well-being, nurture meaningful participation, promote college and career access, and enhance community partnerships. The district fully implemented all six actions: Actions 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6. There were no substantive differences between the planned actions and actual implementation.

Action 4.1 (Building Family Capacity) was fully implemented. The district operated the Parent Education Center (PEC), offering classes and workshops to build parent capacity around parenting, classroom instruction, language, ELPAC, supporting English learners, technology, and social-emotional learning at home. Two Teachers on Assignment and a PEC Technician facilitated the delivery of classes and workshops, including stand-alone sessions requested by individual school sites. These efforts ensured that families of low income, foster youth, and English learner students had access to resources and workshops designed to develop their capacity to support their students' academic language, academics, and social-emotional well-being.

Action 4.2 (Family & Community Engagement) was fully implemented. The district held the Annual Multicultural Family Festival, bringing families and the community together to celebrate the diversity and rich cultures in OMSD. The Annual Parent Leadership Summit was hosted with participants representing every school within the district engaging in breakout sessions. The district registered and transported 197 parents to the San Bernardino County Superintendent of Schools Family Engagement Summit at the University of Redlands. Notably, County Superintendent Ted Alejandre recognized OMSD for its active family engagement, highlighting the Annual Parent Leadership Conference and the Parent Ambassadors program. The district also offered Citizenship Preparation evening classes at no cost to families and served as a satellite location for Chaffey College, offering conversational English/Pronunciation classes during evening hours at the Parent Education Center.

Action 4.3 (Shared Family Engagement) was fully implemented. The Family & Community Engagement Department, in collaboration with the Multilingual Learning and Special Education Departments, provided a series of targeted parent workshops throughout the year. District English Learner Advisory Committee (DELAC) and DPAC members received capacity-building training to deepen their understanding of roles and responsibilities related to their engagement with site-level advisory councils and School Site Councils. Parent leaders contributed valuable input to key district initiatives including the LCAP, District Parent Involvement Policy, Master Plan for English Learners, LCAP Addendum, and other strategic plans. All parents were invited to provide feedback through multiple avenues such as the Fall Community Survey, Thought Exchange platform, focus groups, parent advisory committees, and additional community surveys. The district contracted with IMPACTtruth and Roy Juarez to deliver a 10-week Parent Seminar addressing relevant family challenges with particular emphasis on English Learner families.

Action 4.4 (SPED Family Capacity) was fully implemented. OMSD SELPA successfully engaged parents by providing ongoing site-based support to help them understand their child's Individualized Education Program (IEP), facilitated through the student's case manager. A year-long Special Education Parent Workshop Series was offered, focused on equipping families with evidence-based strategies, resources, and tools to support their child's academic progress and social-emotional development. The Loving Solutions Parenting Course, a 10-week program specifically designed for families of children with special needs, provided practical tools and strategies to enhance positive parenting, improve communication, and support children's social-emotional and behavioral growth. The Special Education Parent Advisory Committee (SEPAC) served as a collaborative forum with parent representatives from all 34 OMSD schools participating in quarterly meetings. The year concluded with a Special Education Parent Social, a culminating event that honored the collaborative efforts between OMSD SELPA and families, featuring parent speakers sharing personal stories and creating space for networking and peer support.

Action 4.5 (Promise Scholars) was fully implemented. The district employed three full-time program supervisors through the foundation and six AmeriCorps ambassadors in partnership with the City of Ontario. Business and higher education partnerships enabled the expansion of programming, with all curriculum, information, and activities presented in both English and Spanish. OMSD teachers delivered embedded college and career curriculum at K-4th grade levels. All 5th-grade students experienced a day at a local community college, all 8th-grade

students visited a local four-year institution for on-campus exposure, and all 6th-grade students participated in college and career presentations delivered by local business leaders. Parent workshops were held at school sites, and college and career presentations were provided across all elementary and middle schools. In-person and virtual financial aid workshops were offered throughout the school year for high school families. The program also supported former OMSD students in high school with college applications and FAFSA/CADAA completion and maintained a strong social media presence to disseminate scholarship and college resource information.

Action 4.6 (Multilingual Communication) was fully implemented. Three general education translators successfully provided translation and interpretation services to English Learner families at school sites, the Parent Education Center, and at the district level throughout the year, including evenings and Saturdays. This ensured that families of English learners and students with a home language other than English had equitable access to language and communication services.

Overall, the district demonstrated a strong commitment to the goals outlined in Goal 4 with no substantive differences. All six actions were fully implemented, reflecting consistent and comprehensive progress in building family capacity, promoting meaningful family and community engagement, supporting shared decision-making, strengthening special education family partnerships, fostering college and career readiness through the Promise Scholars program, and ensuring multilingual communication access. No significant challenges were identified that prevented or limited implementation of the actions. The district's recognition by County Superintendent Ted Alejandre for active family engagement and the breadth of programming offered through the Parent Education Center, community events, and college and career initiatives underscore the district's dedication to partnering with families and the community to support student learning and well-being.

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

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

Action 4.2 (Family and Community Engagement) experienced a material difference due to a personnel budget realignment, specifically a 40% reduction in the Director's salary funding under this action to accommodate a split-funded role within the pre-school department.

Action 4.4 (SPED Family Capacity) experienced a material difference when workshops were delivered with existing staff, eliminating the need to provide external services for family engagement.

Action 4.5 (Promise Scholars) experienced a material difference resulting from a budget adjustment that incorporated college visit field trip expenses into this program's funding allocation.

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

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

Action 4.1 (Building Family Capacity) is demonstrating strong effectiveness in making progress toward Goal 4. For Metric 4.2 (EL Reclassification Rate): Current difference from baseline shows a decline of -1.4%, dropping from 15% to 13.6%. Metric 4.3 (Site Parent Involvement on Goals and Actions): 0% difference from baseline, 100% of schools maintain SPSA Parent Involvement Goals, EL Parent

Involvement Actions at 100% of schools, SPED Parent Involvement Actions at 100% of schools, and GATE Parent Involvement Actions at 100% of schools. Metric 4.4 (Parent Involvement – Annual Community Survey: Attended Family Workshops): All parents +11.4% (from 5.6% to 17%), EL parents +16% (from 7% to 23%), SED parents +10.5% (from 6.5% to 17%), and FY parents +69% (from 4% to 73%). Because this action is contributing, it is critical to highlight that English Learner families showed a +16% increase in workshop attendance from baseline, suggesting that the Parent Education Center classes, capacity-building workshops, and site-based opportunities are effectively reaching and engaging EL families. Low Income (SED) families showed a +10.5% increase in workshop attendance from baseline. Most remarkably, Foster Youth families showed a +69% increase in workshop attendance from baseline, rising from just 4% to 73%. This extraordinary increase suggests that the district's targeted outreach and family capacity-building efforts are successfully connecting with FY families who may have previously been disengaged. While the EL reclassification rate declined -1.4% from baseline (Metric 4.2), the dramatic increases in family workshop attendance for all unduplicated groups indicate that this action is building a strong foundation of family engagement that may contribute to improved student outcomes over time. The sustained 100% site-level parent involvement (Metric 4.3) across all school sites ensures consistent family representation in school-level advisory and decision-making groups.

Action 4.2 (Family & Community Engagement) is demonstrating full effectiveness. For Metric 4.3 (Site Parent Involvement on Goals and Actions), there is 0% difference from baseline, with 100% of schools maintaining parent involvement goals, EL Parent Involvement Actions at 100% of schools, SPED Parent Involvement Actions at 100% of schools, and GATE Parent Involvement Actions at 100% of schools. The district's family and community engagement events, including the Annual Multicultural Family Festival, the Family Engagement Summit at the University of Redlands, and the Annual Parent Leadership Summit, are supporting sustained, universal parent involvement across all school sites. The recognition by County Superintendent Ted Alejandre of OMSD's active family engagement further validates the effectiveness of this action in promoting meaningful family and community partnerships. The consistent maintenance of 100% parent involvement across all schools reflects the district's commitment to ensuring that every school community has active family participation in decision-making processes.

Action 4.3 (Shared Family Engagement) is demonstrating strong effectiveness. For Metric 4.1 (Parent Involvement – Thought Exchange Surveys), the current difference from baseline shows an increase of +1,159 family members participating, rising from 2,388 to 3,547 family members providing input. Metric 4.3 (Site Parent Involvement on Goals and Actions): 0% difference from baseline, 100% of schools maintain SPSA Parent Involvement Goals, EL Parent Involvement Actions at 100% of schools, SPED Parent Involvement Actions at 100% of schools, and GATE Parent Involvement Actions at 100% of schools. Because this action is contributing, it is important to highlight that the +1,159 increase in family members participating in Thought Exchange surveys reflects growing engagement from English Learner, Low Income (SED), and Foster Youth families in the district's decision-making processes. The DELAC and DPAC capacity-building training, the 10-week Parent Seminar addressing family challenges with emphasis on EL families, and the multiple avenues for input (Fall Community Survey, Thought Exchange platform, focus groups, parent advisory committees) are all contributing to increased family participation. The sustained 100% site-level parent involvement (Metric 4.3) across all school sites ensures that unduplicated student groups have consistent representation in school-level advisory and decision-making groups. These results suggest that the district's approach to shared family engagement is effectively empowering families to be active participants in their children's education.

Action 4.4 (Special Education Family Capacity) is demonstrating effectiveness in supporting families of students with disabilities. While no specific metrics are listed in the action description, the broader context of Metric 4.3 (Site Parent Involvement on Goals and Actions) shows that SPED Parent Involvement Actions are maintained at 100% of schools, with no difference from baseline. The comprehensive range of programs offered, including the year-long Special Education Parent Workshop Series, the 10-week Loving Solutions Parenting Course, the

quarterly Special Education Parent Advisory Committee (SEPAC) meetings with representatives from all 33 schools, and the culminating Special Education Parent Social, demonstrates a sustained commitment to engaging and empowering families of students with disabilities. These initiatives provide families with evidence-based strategies, resources, and peer support networks that help them advocate for and support their children's academic and social-emotional development.

Action 4.5 (Promise Scholars) is demonstrating effectiveness. For Metric 4.3 (Site Parent Involvement on Goals and Actions), there is 0% difference from baseline, with 100% of schools maintaining parent involvement goals. The Promise Scholars program, with three full-time program supervisors and six AmeriCorps ambassadors, is providing comprehensive college and career pathway support across all grade levels. Key accomplishments include: all curriculum and activities presented in both English and Spanish; embedded college and career curriculum at K–4th grade levels; all 5th-grade students experiencing a community college visit; all 8th-grade students visiting a four-year institution; all 6th-grade students participating in college and career presentations from local business leaders; parent workshops at school sites; and financial aid workshops for high school families. The bilingual delivery of all materials ensures equitable access for English Learner families, and the comprehensive grade-span approach builds a college-going culture from the earliest grades through middle school and beyond.

Action 4.6 (Multilingual Communication) is demonstrating partial effectiveness. For Metric 4.2 (EL Reclassification Rate), the current difference from baseline shows a decline of -1.4%, dropping from 15% to 13.6%.
Because this action is limited to English Learners, the decline in reclassification rate has prompted a plan for EL progress. However, it is important to consider that the three general education translators providing translation and interpretation services at school sites, the Parent Education Center, and the district level are fulfilling a foundational role in ensuring that EL families have equitable access to information, communication, and participation in their children's education. The reclassification rate decline may be influenced by multiple factors beyond translation services, including changes in student demographics, assessment criteria, or the effectiveness of instructional programs. The strong increase in EL family workshop attendance (+16% from baseline in Metric 4.4) suggests that multilingual communication is effectively supporting EL family engagement, even as the reclassification rate has declined. Continuing to provide high-quality interpretation and translation services remains essential for ensuring that EL families can fully participate in their children's educational journey and advocate for their academic and language development needs.

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

As shared in the educational partner engagement section, there was consistent emphasis on the importance of increasing parent engagement to support student learning, well-being, and college and career readiness. Input prioritized the need for targeted workshops and training for families of English Learners and students with disabilities, particularly in English Language Arts, Math, and social-emotional development. This feedback directly informs LCAP Goal 4, which focuses on meaningful family participation, collaborative decision-making, and support for academic and social-emotional growth. As a result, no changes will be made to Goal 4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Building Family Capacity	The District will provide families resources and workshops, principally directed to low income, foster youth, and English learner students to develop family capacity to support their students' academic language, academics, and social-emotional well-being, as measured by M4.2 and M4.3, M4.4.	$788,790.00	Yes
4.2	Family & Community Engagement	The District will promote family and community engagement at the district and site levels by providing various events and educational opportunities for community partners and families to engage in meaningful collaboration throughout the year, as measured by M4.3.	$52,911.00	No
4.3	Shared Family Engagement	The District will engage families and the community in all aspects of district and site decisions making, principally directed to low income, foster youth, and English learner students, to ensure students access appropriate tiered supports designed for them to meet their full potential, as measured by M4.1 and M4.3.	$50,549.00	Yes
4.4	SPED Family Capacity	OMSD SELPA recognizes the importance of including families of students with special needs to support their students' academic and social-emotional learning by offering capacity building workshops and family networks designed to expand their support group and nurture their ability to support their child.	$58,553.00	No
4.5	Promise Scholars	The District will provide families and students with access to college and career pathways by ensuring a districtwide Promise Scholars program that provides supports to students, to plan for higher education and a place in college through strategic partnerships with the community and institutions of higher education with the Ontario-Montclair Schools Foundation, as measured by M4.3.	$280,969.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Multilingual Communication	The Learning & Teaching Division will ensure families of English learners and students with a home language other than English have interpretation and translation services principally directed to English Learners, to allow access of language and communication, as measured by M4.2.	$226,098.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal applies to Online Academy. Online Academy has been identified as an Equity Multiplier site. In the 2026-2027 school year, Online Academy, serving students online will receive Equity Multiplier funding for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate.

The district's goal to increase ELA, Math, and reduce chronic absenteeism at the identified school is driven by the data. ELA for All students is at Green Performance Indicator (-16.5 DFS) at the district level and +11.8 DFS at Online Academy. Compared to the All student group, English Learners at -29.2 DFS, Hispanics at +3.3 DFS, and Socioeconomically Disadvantaged at +9.9 DFS at Online Academy. Math for ALL students is at the blue indicator (-42.4 DFS) at the district level and +10.8 DFS at Online Academy. Compared to the ALL student group, English Learners are at +16.2 DFS, and Hispanic at +6.3 DFS at OMSD Online Academy. Although chronic absenteeism is high across the district (10%, ALL students, 10.7% SED, 14.4% Homeless and 14.9% SWD) at Online Academy, there has been an improvement (3.1%, ALL students, 3.1% Hispanic, 3.3% Socioeconomically Disadvantaged). According to educational partner feedback from OMSD Online Academy, reasons for those still experiencing absenteeism include but are not limited to socio-economic barriers, health issues, and unstable housing. The districts' focus on these groups suggest a recognition of the need for targeted interventions to address the unique barriers these students face.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA-Online Academy Distance from Standard (DFS)	2023 CA Dashboard All -1.5 DFS EL -25.5 DFS Hispanic -4 DFS SED -1 DFS	2024 CA Dashboard All -.8 DFS EL -37.1 DFS Hispanic -4.4 DFS SED -.8 DFS	2025 CA Dashboard All +11.8 DFS EL -29.2 DFS Hispanic +3.3 DFS SED +9.9 DFS	CA Dashboard All -17.6 DFS EL -11.5 DFS Hispanic +5 DFS SED +8 DFS	All +13.3 DFS EL -3.7 DFS Hispanic +7.3 DFS SED +10.9 DFS
5.2	CAASPP Math-Online Academy Distance from Standard (DFS)	2023 CA Dashboard All -35.7 DFS EL -67.6 DFS Hispanic -25.5 DFS	2024 CA Dashboard All -17 DFS EL -39.7 DFS Hispanic -21.1 DFS	2025 CA Dashboard All +10.8 DFS EL +16.2 DFS Hispanic +6.3 DFS	CA Dashboard All -26.7 DFS EL -53.6 DFS Hispanic -11.5 DFS	All +46.5 DFS EL +83.8 DFS Hispanic +31.8 DFS
5.3	Chronic Absenteeism Percentage	2023 CA Dashboard All 25% AA 40% HY 28.3% SED 25.5%	2024 CA Dashboard All 5.4% AA 7.7% HY 12% SED 5.3%	2025 CA Dashboard All 3.1% AA Fewer than 11 students, data not displayed HY 9.1% SED 3.3%	CA Dashboard All 18.5% AA 33.5% HY 21.8% SED 19%	All -21.9% AA Data not displayed HY -19.2% SED -22.2%

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.

The Ontario-Montclair School District successfully implemented Goal 5, focused on increasing ELA and Math achievement and reducing chronic absenteeism at Online Academy, which was identified as an Equity Multiplier site for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate. The district prioritized targeted academic interventions and integrated supports to address the unique needs of students in the online learning environment. The district fully implemented both actions: Actions 5.1 and 5.2. There were no substantive differences between the planned actions and actual implementation.

Action 5.1 (ELA and Math Targeted Intervention Programs) was fully implemented. Online Academy provided an additional Intervention teacher to meet the academic needs of students through tiered supports and strategies in ELA and Math. Students in 1st through 8th grade received additional support during a designated intervention time and during office hours in reading and math. First through fourth grade also received additional support in math and reading between the bells, as well as support during class with foundational reading and math to

bridge their needs. Domain shutoffs in iReady were monitored and students were provided with additional instruction to continue their learning paths. Online Academy continued to find ways to add additional intervention groups during asynchronous time to work with more students. A challenge noted was not wanting to pull students from core instruction to provide intervention, which required creative scheduling to ensure students received both core instruction and targeted support.

Action 5.2 (Integrated Supports and Resources) was fully implemented. Online Academy staff successfully pulled additional small groups to support students with behavior and social-emotional health. Students received additional one-on-one coaching when they needed time away from the main Zoom session to decompress or work through their feelings. Staff monitored student progress to identify additional supports needed to meet student needs. Student Study Team (SST) and parent meetings were held to address student concerns and foster communication between staff and parents, allowing for responsive, individualized support that promoted student connectedness and engagement.

Overall, the district demonstrated a strong commitment to the goals outlined in Goal 5. Both actions were fully implemented, reflecting consistent progress in providing targeted academic interventions in ELA and Math and integrated social-emotional supports to students at Online Academy. The combination of designated intervention time, office hours for additional reading and math support, iReady monitoring, small group behavioral and social-emotional support, one-on-one coaching, and strong parent communication through SST meetings created a comprehensive system of support for students in the online learning environment. While the challenge of balancing core instruction with intervention time was noted, the staff's creative approach to scheduling ensured that students received the tiered supports they needed to succeed academically and socially.

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

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

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

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

The action under 5.1 (ELA and Math Targeted Intervention Programs) which focuses on providing an additional Intervention Teacher has been effective in meeting the ELA and Math academic needs of students. Metric 5.1 (CAASPP ELA – Online Academy DFS), All students +13.3 DFS (from -1.5 to +11.8), EL -3.7 DFS (from -25.5 to -29.2), Hispanic +7.3 DFS (from -4.0 to +3.3), and SED +10.9 DFS (from -1.0 to +9.9). Metric 5.2 (CAASPP Math – Online Academy DFS): All students +46.5 DFS (from -35.7 to +10.8), EL +83.8 DFS (from -67.6 to +16.2), and Hispanic +31.8 DFS (from -25.5 to +6.3). The ELA results show strong gains for All students (+13.3 DFS), Hispanic students (+7.3 DFS), and Socioeconomically Disadvantaged students (+10.9 DFS). However, English Learners showed a decline of -3.7 DFS in ELA, indicating that while the intervention teacher is supporting most student groups effectively in ELA, additional targeted strategies may be needed to address the specific literacy and language needs of EL students at Online Academy. The Math results are exceptionally strong across all identified student groups. All students improved by +46.5 DFS, English Learners improved by an extraordinary +83.8 DFS, and Hispanic students improved by +31.8 DFS. These dramatic gains suggest that the additional Intervention Teacher providing tiered supports and strategies in Math is having a profound positive impact on student achievement. The Math gains for English Learners (+83.8 DFS) are

particularly remarkable and indicate that the intervention model is highly effective for this group in mathematics, even as ELA remains an area for growth. Overall, the provision of an additional Intervention Teacher to meet the academic needs of students through tiered supports and strategies in ELA and Math is demonstrating strong results, particularly in Math. The creative scheduling approaches, including designated intervention time, office hours, between-the-bells support, and asynchronous intervention groups, appear to be maximizing instructional contact with students. Moving forward, refining targeted ELA interventions for English Learners, enhancing professional learning community work to monitor this student group, and improving data-driven strategies will be critical in addressing the EL ELA decline. Moving forward, refining targeted interventions, enhancing the work in professional learning communities to monitor these student groups, and improving data-driven strategies will be critical in addressing the needs of English Learners and Hispanic students more effectively.

The Action under 5.2 (Integrated Supports and Resources) which focuses on providing staff to support the wellbeing of students has been effective in meeting the mental health, and social-emotional wellbeing of students. For Metric 5.3 (Chronic Absenteeism – Online Academy): All students -21.9% (from 25% to 3.1%), African American (data not displayed-fewer than 11 students), Homeless Youth -19.2% (from 28.3% to 9.1%), and SED -22.2% (from 25.5% to 3.3%). The chronic absenteeism results are exceptionally strong across all identified student groups with reportable data. All students decreased by -21.9%, dropping from 25% to just 3.1%. Socioeconomically Disadvantaged students decreased by -22.2%, dropping from 25.5% to 3.3%. Homeless Youth decreased by -19.2%, dropping from 28.3% to 9.1%. The African American student group had fewer than 11 students and therefore data was not displayed, though the district will continue to monitor this group. These dramatic reductions in chronic absenteeism suggest that the additional intervention staff providing mental health, social, emotional well-being support is having a profound positive impact on student engagement and connectedness at Online Academy. The integrated supports, including small group behavioral and social-emotional support, one-on-one coaching for emotional regulation, progress monitoring, Student Study Team (SST) meetings, and strong parent communication, are creating a comprehensive system that effectively addresses the unique barriers faced by students in the online learning environment. The results for Socioeconomically Disadvantaged students (-22.2%) are particularly noteworthy given that Online Academy was identified as an Equity Multiplier site specifically because of its greater than 70% SED population. The fact that chronic absenteeism for this group dropped from 25.5% to just 3.3% demonstrates that targeted integrated supports can dramatically improve engagement even for students facing significant socio-economic barriers. Similarly, Homeless Youth experienced a -19.2% decrease, suggesting that the intervention staff's ability to identify reasons for absenteeism and implement individualized plans is effectively addressing the instability and challenges faced by students experiencing homelessness.

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 will be made to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELA and Math Targeted Intervention Programs	Online Academy will provide an additional Intervention teacher to meet the academic needs of students by providing tiered supports and strategies in ELA and Math to support the academic achievement of all student groups, as measured by M5.1 and M5.2.	$147,182.00	No
5.2	Integrated Supports and Resources	Online academy will provide students and families additional intervention staff that can provide mental health, social, emotional well-being support to help students feel connected and engaged, as measured by M5.3.	$90,706.00	No

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
$76,099,753	$9,691,200

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
38.632%	0.000%	$0.00	38.632%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Middle School Drop Out Rate was at 0% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our educational partners highlighted the importance of providing students with smaller class sizes to allow for more targeted academic support. By providing additional staff, the student to adult ratio will decrease and trained interventionists will provide our unduplicated students with specialized instruction services. **Scope:** LEA-wide	This includes providing paraprofessional staff, intervention teachers and other teachers on assignment to provide small group intervention, research and evidence-based strategies, and academic tiered supports to bring our unduplicated student groups closer to meeting the standard. According to the Response to Intervention (RTI) action network, (https://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole), interventions should be highly and correctly targeted to be effective and students should additionally be provided with supplemental support (Tier 1, Tier 2, or Tier 3) for reading and math. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from tiered intervention from qualified instructional staff will support an increase in academics and the additional adult support will also lower the student to adult ratio.	We will also seek feedback from students, parents, and staff about the additional academic support.
1.3	**Action:** Technology Infrastructure & Access **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In	The district will work to improve infrastructure systems and technology device to support Low Income, English Learners, and Foster Youth by providing students access to virtual and digital learning platforms to address academic learning gaps and collaborative learning opportunities that foster academic language development and	This action will be measured by the metrics identified in the action description. We will also seek feedback from students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Educational partner feedback also indicated that we need to provide students with technology platforms that support individualized learning and offer students with varied learning experiences. **Scope:** LEA-wide	support in increasing academic success. According to research done on the impact of technology in education, technology has become an integral part of classrooms, influencing teaching methodologies, student interactions, and helped create dynamic and inclusive learning environments. Students further benefit from increased access to information, personalized learning experiences, and opportunities for collaboration, https://www.eschoolnews.com/it-leadership/2023/12/11/the-impact-of-technology-on-education/. Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the distance to meeting the standard, Action 1.3 provides students with digital opportunities to access differentiated and individualized learning to further bring our unduplicated students to meeting the standard. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from varied modalities to learning will support an increase at a faster rate than All students.	parents, and staff about their engagement with varied digital tools.
1.7	**Action:** Teacher Initiated Professional Development **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6	To address the achievement disparity between our unduplicated and All student groups, the district will continue to provide targeted Language Arts and Math curriculum professional development and opportunities for professional learning communities (PLCs) to Transitional Kindergarten,	This action will be measured by the metrics identified in the action description.

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA, Social Studies, and STEM for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations, training to support student achievement, and professional development opportunities to address the multi-tiered academic needs of students. **Scope:** LEA-wide	models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. Specific and intensive professional development and support are necessary to support unduplicated students' early literacy." This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Considering that unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared and reflective in providing best first instruction around ELA, Social Studies, and STEM will support an increase at a faster rate than All students.	
2.2	**Action:** Coaching & Support **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in	To address the achievement disparity between our unduplicated and All student groups, the district will provide professional learning through job-embedded coaching and demonstration classes to support targeted ELA and Math curriculum professional development, coaching, mentoring and support new and veteran teachers in delivering best practices and standards-aligned lessons designed to improve English Language Arts and Math scores for Low Income, English Learners, and Foster Youth. According to an	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the access to the varied instructional strategies provided to students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations and training to support student achievement, and professional development opportunities to address the multi-tiered academic needs of students. **Scope:** LEA-wide	article written by the Learning Policy Institute, "Design Elements of Effective Professional Development (https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. Additional support will be given to new teachers through the Teacher Induction program to coach and teach strategies to support unduplicated students' learning. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around ELA, Math, and other content areas will support an increase at a faster rate than All students.	
2.4	**Action:** Magnet, College and Career, & Specialty Programs **Need:** During the 2022-2023 school year, 100% of students had access to a broad course of study. Additionally, during the 2022-2023	The district provides specialty programs opportunities to our unduplicated student population. This action is designed to provide increased access to college and career enrichment programs, diverse learning opportunities such as Visual and Performing Arts, music, language immersion, STEM, AVID, sports, and high school credit programs for our Low	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). These data points demonstrate the need to provide student engagement opportunities and enrichment programs for Low Income, Foster Youth, and English Learners to support an increase in attendance, decrease in chronic absenteeism, and increase in school connectedness. This action provides specialty programs and support to students to address their specific talents and needs in order to provide equitable access to core instruction. Educational partner input emphasized the need to providing increased programs to support student engagement and help students connect to opportunities that reflect their personal interests.	Income, English Learners, and Foster Youth. According to the California Department of Education platform, providing students with educational options provide students with the environment, curriculum and support systems needed to ensure they achieve their full academic potential. This action supports increasing student engagement, but also allows unduplicated students to be connected to the school community on a daily basis which will support in the increase of attendance and decrease in chronic absenteeism. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase outcomes for all students. It is anticipated that unduplicated students will benefit will benefit based on the effectiveness as measured by improved student connectedness, increased attendance, and decreased chronic absenteeism. This action was determined by the need to provide our students with options and environments that increase their connectedness to school by allowing them to access programs based on individual needs.	the varied programs offered in the district.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.6	**Action:** MTSS Academic Implementation **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated professional development and multi-tiered supports to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students.	The district will implement a comprehensive District supported Multi-Tiered system of Support (MTSS) designed for school leadership teams to embed evidence based academic practices, consistent procedures, student tiered support and strategies to increase and improve student equity and access for Low Income, English Learners, and Foster Youth. This research based strategy, according to the Center on Multi-Tiered System of Supports is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention necessary to ensure positive outcomes for districts, schools, teachers, and students (https://mtss4success.org/essential-components). All unduplicated student groups will be offered access to personalized interventions based on assessment results both in and out of the classroom. Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the distance to meeting the standard, this action helps establish a system for assessment and monitoring student growth and provides for the direct academic support the student need. This action further provides wrap-	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the tiered support being offered to students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our educational partners highlighted the need to provide more individualized attention and support to each student. Providing instructional staff with the tools to better identify and address individual learning needs and differentiated instruction. **Scope:** LEA-wide	around services by establishing a system and process in place to allow for tiered academic supports to allow students to focus on their progress. Research and evidence-based academic support, including Enhanced Core Reading Instruction (ECRI), Gradual Release (GR), Differentiated Instruction (DI), and Universal Design for Learning (UDL), will accelerate the learning of our unduplicated students. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around ELA, Math, and other content areas will support an increase at a faster rate than All students.	
2.7	**Action:** Intervention Resources & Assessment **Need:** During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Our local indicators (i-Ready) for the 2022-2023 in	The district will provide designated academic support through Math and Reading systems that monitors student progress through summative and formative assessments, and helps to identify specific areas of need in ELA and Math that supports instructional staff in identifying inventions. Our unduplicated student groups will be offered Programs such as Teacher toolkit for math, Accelerated Reader program, Early Progress Monitoring Programs (ESGI), Illuminate Education for monitoring of student learning, i-Ready individualized learning for ELA and Math, and Next Generation Math to target math concepts, to	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the programs and our ability to monitor student achievement.

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
	comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, a system to monitor student progress through summative and formative assessments, and to identify supports and inventions to address the needs of the District's Low Income, English Learners, and Foster Youth student groups. Our educational partner feedback, specifically from our instructional staff, recommended we provide a comprehensive student data management system with a process to determine foundational skills in English Language Arts and Math. **Scope:** LEA-wide	bridge and accelerate learning across all content areas and to access personalized interventions based on assessment results both in and out of the classroom. This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Because unduplicated student groups are performing lower than All students, ensuring that students benefit from individualized learning path and academic monitoring systems to support an increase in academics.	
3.1	**Action:** MTSS SEL & Behavioral PD Implementation **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income	The district will develop tiered processes and systems and provide professional development on Social Emotional Learning, Trauma Informed Care, Behavioral, and Suicide Prevention. This actions aims to help teachers and support staff to recognize students in crisis and to learn research based instructional practices such as Positive Behavior Intervention and Supports (PBIS), Restorative Circles and Restorative Practices to	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about students' social emotional

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Additionally, our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). These data points demonstrate the need to provide teachers and support staff with the processes, systems, and professional development to support students with Social-Emotional Learning, Behavioral, Suicide Prevention and recognizing students in crisis to help support an increase in school connectedness and feeling of safety and thereby improving attendance and decreasing chronic absenteeism. This action provides ongoing implementation of a District supported Multi-Tiered System of Support (MTSS) for social emotional and behavioral practices.	increase student engagement, positive school culture, school connectedness, increased attendance, decreased chronic absenteeism, and increase access to academics. This action is designed to remove any barriers and ensure academic access to unduplicated students that may otherwise have challenges accessing academic learning when having to focus on their social emotional wellbeing. This action is being provided on an LEA-wide basis and will create a system and process for all students to have their social-emotional and behavioral needs met by the school staff that interact with students on a daily basis.	wellbeing and behavioral needs through a climate survey.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supports and interventions to decrease suspension rates, maintain the expulsion rate at 0% and accelerate learning for unduplicated students in order to continue moving student achievement and connectedness in a positive direction. The responses of our educational partners included a call for the continued support for the whole child through systematic approaches to social-emotional learning and behavior. **Scope:** LEA-wide	basis for all students to help increase connectedness, the feeling of safety, decrease suspension, and maintain expulsions at 0%. By monitoring the implementation of social emotional learning lessons, mentoring, restorative practices, and trauma informed care, we can anticipate improved connectedness and feeling of safety for our unduplicated student groups.	
3.4	**Action:** Mental Health & Crisis Integrated Supports **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. These data points demonstrate the need to provide mental health and crisis integrated supports to Low Income,	The district provides mental health and crisis integrated supports through a Health and Wellness department that provides students and families with mental health services to achieve psychological, social and emotional well-being. The primary goal of this action is to decrease chronic absenteeism and increase student attendance by providing appropriate services and supports, including individual, school-wide and districtwide crisis response to our low income, foster youth, and English learner students. This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to decrease chronic absenteeism and increase attendance as students' needs are being met. This action is designed to remove any barriers and ensure academic access to unduplicated students.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about mental health and crisis supports in our Health and Wellness Department.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth, and English Learner students so that they may have their social-emotional wellbeing met, resulting in decreased chronic absenteeism and increased attendance. Educational partner input emphasized the need to support the whole child, including their wellbeing. School staff especially highlighted mental health supports to be easy accessed through our school district. **Scope:** LEA-wide		
3.6	**Action:** School Climate & Student Engagement **Need:** During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-	The district provides school mentors and outreach consultants at school sites to promote positive relationships for Low Income and Foster Youth students who need academic and social emotional support to close the achievement gap, impact a safe school environment and help increase attendance and decrease chronic absenteeism. During the 2023-2024 school year, alternative learning environments at schools provided restorative practices and child-adult enhancement to support the behavioral needs of students. The action increases the district's ability to provide basic needs and resources to Low Income and Foster Youth by having designated personnel to identify and reach out to the unduplicated families that may not realize that basic resources are available to support the family. The school mentors and outreach consultants also work closely with low income, English learners, and foster youth families to provide a triage to case management (food, shelter, and other basic needs), mental health, and health resources.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about providing student Mentors, Outreach Consultants, and Alternative Learning Environments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). Our staff reported 93% being in a supportive and inviting place to work on the CA School Staff Survey. These data points demonstrate the need to provide schools with a system to improve daily student engagement that supports connectedness and the feeling of safety for English learners, foster youth and low income students and so that attendance and chronic absenteeism can see a positive impact. Educational partner input emphasized the need to support behavior and the social emotional wellbeing of students and the need for additional personnel to provide immediate social emotional and behavioral support so that students feel connected and safe. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to promotes positive relationships for students who need social-emotional and/or behavioral support and to promote meaningful tiered response and support for unduplicated student groups.	
3.7	**Action:** Expanded Learning- Enrichment Opportunities **Need:**	The district provides expanded learning opportunities to our unduplicated student population. This action is designed to provide increased access to diverse learning opportunities such as clubs, sports, and other enriching activities. According to the National Center for	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). The district is geographically situated in a socio-economically disadvantaged area causing access to extracurricular activities as a hardship for unduplicated students. Having these enrichment opportunities embedded into a student's learning environment provides access that may otherwise not be available. These data points demonstrate the need to provide schools with a system to improve daily	Education statistics (https://nces.ed.gov/), extracurricular activities provide a channel for reinforcing the lessons learned in the classroom. Offering students the opportunity to apply academic skills in a real world context, may increase students' sense of engagement, thereby decreasing the likelihood of school failure. This action supports increasing student engagement and allows unduplicated students to be connected to the school community on a daily basis. This action is being provided on an LEA-wide basis. In the 2023-2024 school year, students had full access to school activities and programs, the district believes that continuing these additional opportunities will demonstrate a positive impact on school connectedness as students will be able to participate in activities that are of interest to them and therefore help support positive daily attendance and decreased chronic absenteeism. .	We will also seek feedback from students, parents, and staff how they feel about providing enrichment opportunities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student engagement that supports connectedness and allows students to build positive relationships with peers and the school community while supporting an increase in attendance and decrease in chronic absenteeism. Educational partner input suggested a strong emphasis on the importance of sports and extracurricular activities in promoting the comprehensive development of students. Many respondents highlighted the need for more sports, activities, and clubs and the importance of maintaining a balance between academic and non-academic activities. **Scope:** LEA-wide		
4.1	**Action:** Building Family Capacity **Need:** During the 2023-2024 school year, families were asked if they attended family workshops within our district. Based on our Annual Community Survey, 5.6% of All parents, 7% of EL, 4% of FY, and 6.5% of LI, noted attending a family workshop provided by the district or school site. Additional data related to English learners show that during the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. In the 2023-2024 school year the district's overall	The district has established a Family & Community Engagement (FCE) Department with a designated Parent Education Center that provides support to families by providing classes that develop parent capacity in student academics, social emotional learning, language, parenting, and adult education. Based on research by Dr. Karen Mapp, "Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. The	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff how they feel about the capacity building and classes offered to parents.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school involvement for parent input in SPSA and LCAP was 100% of schools. This data shows a positive trend for our EL and LI families in Engagement, as compared to our All parent group, and an upward and overall higher trend for our EL students in reclassification, as compared to our county average. It is important to continue this action to support the positive impact our EL and LI students are experiencing through opportunities provided to families to learn about and build capacity around students' needs. Our FY students will benefit from the continuation of this action. Additionally, by embedding opportunities for input and involvement at 100% of schools, conditions can be facilitated for families to partner with the school and district, resulting in increased achievement for students. In addition, input from our families at the site and district level, demonstrates the need to provide a Parent Education Center and site based opportunities for parent capacity building and input. Input also reflected a need for increased family engagement in decision making and input, increased academic workshops targeted to our student groups, specifically our English learners, and opportunities for families to obtain higher education. Continuing increased communication, input, and training around students' academics, language, and social emotional wellbeing will support the need for this action.	positive trend for our EL and LI students show a positive outcome and need for continuation of this action. This action is being provided on an LEA-wide basis to help unduplicated families be active in the success of their children. The programs and services provided by our FCE department aim to address early literacy, math, language, and equip parents with the tools to support the academic and language growth of children at the earliest possible age.	

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		
4.3	**Action:** Shared Family Engagement **Need:** In the 2023-2024 school year, 2,388 family members' thoughts/input were shared in our Thought Exchange Survey platform, an increase of +312 thoughts/input from the 2022-2023 school year. In the 2023-2024 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools. Overall as a district, 8123 members participated in both our Annual Community Survey and Thought Exchange surveys. The families of unduplicated students often report little or no college on their student demographic report and without these additional supports and resources, low income, foster youth, and English learner families may not be able to support their children with academic rigor or how to navigate the path to higher education, leading to lower participation, educational input and contributions in the decision-making process. Input from our families at the site and district level, demonstrates the need to provide families the opportunity to engage with our district community and all aspects of district and site decision making to ensure students access to appropriate tiered supports for our	The action equips unduplicated families with the skills needed to make informed decisions and ensure students access appropriate tiered supports designed for students to meet their full potential by providing family capacity building training, and how to navigate their Childs educational path. Based on research by Dr. Karen Mapp, "Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. This action equips parents and gives them the support and resources to be involved and active participants in the educational success of their child. Additionally, our Family and Community Engagement Department provides our English Learner, Low Income, and Foster Youth families with the resources to create a pathway to college and a system to contribute and participate in the decision-making process. This action is being provided on an LEA-wide basis and will give parents the support and know-how of the educational process to be involved and active participants in the educational success of their child by bringing parents in to the school and	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff how they feel about the opportunities for engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated student groups, resulting in increased parent engagement. **Scope:** LEA-wide	district parent groups and providing opportunities to participate and collaborate in shared decision making.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	**Action:** EL Academic Programs & PD **Need:** During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022 and 2022-2023 school year. These data points demonstrates the need to provide ELs and LTELs academic programs and professional development to educators working with ELs and LTELs. Our ELs and LTELs depend on additional supports to access content and increase in academic performance by embedding the English	The Learning & Teaching Division provides academic and multilingual programs designed for English learners and Long Term English Learners to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities. Additionally the district provides professional development, mentoring, and coaching for educators on research based language programs to assist in monitoring language learning and acquisition for English Learner students. The language programs are designed for ELs and LTELs to promote their linguistic and multilingual achievement by ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about our EL and LTEL Academic programs.

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and LTELs will recieve the lanuage support needed, as they often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of English Learner children. Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards ELs and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	LTELs are simultaneously building oral proficiency, writing skills, and content knowledge. This action also increases the district's ability to target ELs and LTELs by implementing the best research based instructional supports and monitoring system to increase reclassification rates.	
2.10	**Action:** Professional Development in EL and LTEL Strategies **Need:** During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022 and 2022-2023 school year. Additionally, our CAASPP Long Term English Learner data results show that in 2022, 1126 students were Long-Term English Learners (LTELs) and increased to 1177 LTELs in 2023. According to research done through Rice University (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/	The Learning & Teaching Division provides varied strategies (including research and evidence based strategies) such as Guided Language Acquisition and Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), Gradual Release, Quality Teaching For English Learners (QTEL), and EL shadowing, designed for English learners and specifically for the unique needs of our LTELs to promote their academic achievement by providing educators professional development and coaching, through professional learning communities. Our LTELs depend on additional supports to access content and increase in academic performance by targeting their academic and linguistic needs. This limited action is designed to provide our instructional staff with added strategies and skills for language learning to accelerate learning for our LTELs by implementing the best research based	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about the additional instructional support provided.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	https://files.eric.ed.gov/fulltext/ED623239.pdf) on LTEL's, LTELs are at risk for negative academic progress and at higher risk for dropping out of high school. These data points demonstrate the need to provide our LTELs with differentiated supports and strategies designed to accelerate learning and support in earlier reclassification so that they can have academic success in high school and beyond. Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards English Learners that would encompass all ELs, including LTELs. **Scope:** Limited to Unduplicated Student Group(s)	instructional strategies that can effectively increase reclassification rates.	
4.6	**Action:** Multilingual Communication **Need:** During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. This data point demonstrates the need to provide our English learner families access to quality interpretation and translation services for language access. Educational partners highlighted the need for schools to communicate to be informed about students' academic and learning needs.	The Learning & Teaching Division provides English learner students (with a home language other than English) with interpretation and translation services that can allow communication and interaction with educators. This action increases the district's ability to communicate and work collaboratively with families that may speak another language (other than English). This action is designed to support families with the ability to communicate the academic needs of English learner children. Providing services to our families ensures equal access to their children's education and helps improve understanding and engagement.	This action will be measured by the metrics identified in the action description. We will also seek feedback from students, parents, and staff about communication provided in their primary language.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

Not Applicable

Additional Concentration Grant Funding

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

In the Ontario-Montclair School District, all school sites serve 55% or more students who are considered unduplicated (Low Income, English Learners, and Foster Youth). Supporting quality universal and supplemental academic instruction is being achieved by providing each of our school sites with an instructional support staff (Goal 2, Action 3 and Goal 1, Action 2). Middle schools received an Intervention Teacher to support ELA and Math (Goal 1, Action 2) remediation and accelerate learning for students. Student mentors at 34 sites (Goal 3, Action 6), Outreach Consultants and/or School Outreach Assistants (Goal 3, Action 6) to support student engagement, behavior and social-emotional wellbeing were placed. The additional staff was hired to address gaps in academics and to address social-emotional and behavior needs principally directed to support our unduplicated student groups. By providing this additional staff to work alongside existing school staff, with a focus on early literacy instruction in ELA and Math for all grade levels and student engagement, learning will be accelerated. Instructional Coaches support teachers in the use of evidence based, Tier 1 practices to meet the needs of our English Learners, Low Income and Foster Youth student groups. Outreach Consultants, Site Outreach Assistants, Alternative Learning teachers, and student mentors work directly with students to help engage in learning and support the socio-emotional wellbeing of students.

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

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 certificated staff providing direct services to students	NA	1:14

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	196,984,659	76,099,753	38.632%	0.000%	38.632%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$110,850,289.00	$80,420,615.00	$15,444,555.00	$7,631,412.00	$214,346,871.00	$185,098,131.00	$29,248,740.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Transportation & Safety	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$5,048,844.00	$0.00	$5,048,844.00				$5,048,844.00	
1	1.2	Additional Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,971,091.00	$0.00	$22,652,832.00	$5,690,793.00		$2,627,466.00	$30,971,091.00	
1	1.3	Technology Infrastructure & Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,072,757.00	$2,072,757.00				$2,072,757.00	
1	1.4	Base Program Staffing	All	No			All Schools	Ongoing	$30,895,180.00	$0.00	$28,242,456.00	$2,298,864.00	$353,860.00		$30,895,180.00	
1	1.5	Staff Recruitment & Retention	All	No			All Schools	Ongoing	$266,332.00	$0.00	$266,332.00				$266,332.00	
1	1.6	Core Instructional Materials	All	No			All Schools	Ongoing	$0.00	$1,374,484.00		$1,374,484.00			$1,374,484.00	
1	1.7	Teacher Initiated Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,124.00	$64,586.00	$70,710.00				$70,710.00	
1	1.8	Safe & Maintained Facilities	All	No			All Schools	Ongoing	$4,752,139.00	$9,819,057.00			$14,571,196.00		$14,571,196.00	
1	1.9	Classified Staff PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,046.00	$106,718.00	$221,764.00				$221,764.00	
2	2.1	Humanities and STEM PD & Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$818,065.00	$87,251.00	$279,920.00			$625,396.00	$905,316.00	
2	2.2	Coaching & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$635,247.00	$31,437.00	$332,364.00			$334,320.00	$666,684.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.3	Technology Integration	All	No			All Schools	Ongoing	$312,904.00	$26,435.00	$179,559.00	$146,780.00		$13,000.00	$339,339.00	
2	2.4	Magnet, College and Career, & Specialty Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,302,847.00	$342,024.00	$2,734,124.00	$334,100.00		$576,647.00	$3,644,871.00	
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$76,718.00	$195,200.00	$76,718.00	$120,200.00		$75,000.00	$271,918.00	
2	2.6	MTSS Academic Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,415,729.00	$0.00	$19,141,608.00	$274,121.00			$19,415,729.00	
2	2.7	Intervention Resources & Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$389,990.00	$715,110.00	$486,090.00	$439,527.00		$179,483.00	$1,105,100.00	
2	2.8	EL Academic Programs & PD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$520,803.00	$237,693.00	$592,738.00			$165,758.00	$758,496.00	
2	2.9	EL Language Programs & PD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$319,982.00	$47,630.00	$64,425.00			$303,187.00	$367,612.00	
2	2.10	Professional Development in EL and LTEL Strategies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$30,616.00	$0.00	$30,616.00				$30,616.00	
2	2.11	SPED Academic Programs	Students with Disabilities	No			All Schools	Ongoing	$46,043,731.00	$99,954.00		$46,143,685.00			$46,143,685.00	
2	2.12	SPED PD & Resources	Students with Disabilities	No			All Schools	Ongoing	$0.00	$13,114.00		$13,114.00			$13,114.00	
2	2.13	Expanded Learning	All	No			All Schools	Ongoing	$2,767,807.00	$12,371,868.00		$15,075,675.00		$64,000.00	$15,139,675.00	
2	2.14	Administrative Leadership Development	All	No			All Schools	Ongoing	$628,296.00	$55,850.00	$555,349.00			$128,797.00	$684,146.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.15	Universal Transitional Kinder	All	No			All Schools	Ongoing	$2,930,840.00	$0.00	$2,930,840.00				$2,930,840.00	
3	3.1	MTSS SEL & Behavioral PD Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,404,590.00	$50,212.00	$19,275,702.00	$129,600.00		$49,500.00	$19,454,802.00	
3	3.2	Social-emotional Intervention Resources & Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$265,522.00	$265,522.00				$265,522.00	
3	3.3	Case Management Integrated Supports	All	No			All Schools	Ongoing	$1,200,419.00	$0.00		$197,319.00	$350,329.00	$652,771.00	$1,200,419.00	
3	3.4	Mental Health & Crisis Integrated Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$531,928.00	$19,612.00	$191,603.00	$179,969.00	$169,170.00	$10,798.00	$551,540.00	
3	3.5	Mental Health Support for Staff	All	No			All Schools	Ongoing	$0.00	$66,720.00	$66,720.00				$66,720.00	
3	3.6	School Climate & Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,279,034.00	$38,450.00	$1,742,118.00	$6,048,086.00		$1,527,280.00	$9,317,484.00	
3	3.7	Expanded Learning-Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,260,351.00	$573,000.00	$188,608.00	$1,644,743.00			$1,833,351.00	
3	3.8	SPED SEL PD	Students with Disabilities	No			All Schools	Ongoing	$0.00	$13,114.00		$13,114.00			$13,114.00	
3	3.9	Cultural Proficiency & Equity	All	No			All Schools	Ongoing	$371,363.00	$28,000.00	$399,363.00				$399,363.00	
3	3.10	Security & Campus Wellbeing	All	No			All Schools	Ongoing	$1,502,599.00	$136,700.00	$1,639,299.00				$1,639,299.00	
4	4.1	Building Family Capacity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$628,150.00	$160,640.00	$542,031.00			$246,759.00	$788,790.00	
4	4.2	Family & Community Engagement	All	No			All Schools	Ongoing	$13,911.00	$39,000.00	$13,911.00			$39,000.00	$52,911.00	
4	4.3	Shared Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,549.00	$38,299.00			$12,250.00	$50,549.00	
4	4.4	SPED Family Capacity	Students with Disabilities	No			All Schools	Ongoing	$0.00	$58,553.00		$58,553.00			$58,553.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Promise Scholars	All	No			All Schools	Ongoing	$195,969.00	$85,000.00	$280,969.00				$280,969.00	
4	4.6	Multilingual Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$223,598.00	$2,500.00	$226,098.00				$226,098.00	
5	5.1	ELA and Math Targeted Intervention Programs	All	No			Specific Schools: Online Academy	1 year	$147,182.00	$0.00		$147,182.00			$147,182.00	
5	5.2	Integrated Supports and Resources	All	No			Specific Schools: Online Academy	1 year	$90,706.00	$0.00		$90,706.00			$90,706.00	

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
196,984,659	76,099,753	38.632%	0.000%	38.632%	$76,275,491.00	0.000%	38.722 %	**Total:**	$76,275,491.00
								LEA-wide Total:	$75,284,896.00
								Limited Total:	$913,877.00
								Schoolwide Total:	$76,718.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Transportation & Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,048,844.00	
1	**1.2**	Additional Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,652,832.00	
1	**1.3**	Technology Infrastructure & Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,072,757.00	
1	**1.7**	Teacher Initiated Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,710.00	
1	**1.9**	Classified Staff PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$221,764.00	
2	**2.1**	Humanities and STEM PD & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,920.00	
2	**2.2**	Coaching & Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$332,364.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Magnet, College and Career, & Specialty Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,734,124.00	
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$76,718.00	
2	2.6	MTSS Academic Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,141,608.00	
2	2.7	Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$486,090.00	
2	2.8	EL Academic Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$592,738.00	
2	2.9	EL Language Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$64,425.00	
2	2.10	Professional Development in EL and LTEL Strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,616.00	
3	3.1	MTSS SEL & Behavioral PD Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,275,702.00	
3	3.2	Social-emotional Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,522.00	
3	3.4	Mental Health & Crisis Integrated Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$191,603.00	
3	3.6	School Climate & Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,742,118.00	
3	3.7	Expanded Learning-Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,608.00	
4	4.1	Building Family Capacity	Yes	LEA-wide	English Learners Foster Youth	All Schools	$542,031.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	**4.3**	Shared Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,299.00	
4	**4.6**	Multilingual Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$226,098.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$222,767,321.00	$220,195,731.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Transportation & Safety	Yes	$4,912,614.00	5,068,414
1	**1.2**	Additional Student Support	Yes	$36,569,813.00	35,347,222
1	**1.3**	Technology Infrastructure & Access	Yes	$2,649,887.00	1.608.243
1	**1.4**	Base Program Staffing	No	$30,558,421.00	30,827,596
1	**1.5**	Staff Recruitment & Retention	No	$157,896.00	272,968.36
1	**1.6**	Core Instructional Materials	No	$6,078,465.00	7,406,063
1	**1.7**	Teacher Initiated Professional Development	Yes	$69,782.00	69,782
1	**1.8**	Safe & Maintained Facilities	No	$11,185,552.00	11,554,240
1	**1.9**	Classified Staff PD	Yes	$217,652.00	232,634
2	**2.1**	Humanities and STEM PD & Resources	Yes	$1,237,789.00	1,352,251.98
2	**2.2**	Coaching & Support	Yes	$668,993.00	632,436.58

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Technology Integration	No	$273,865.00	228,093.60
2	**2.4**	Magnet, College and Career, & Specialty Programs	Yes	$2,734,930.00	2,523,829.38
2	**2.5**	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	$926,272.00	448,641.67
2	**2.6**	MTSS Academic Implementation	Yes	$17,563,256.00	19,165,731.25
2	**2.7**	Intervention Resources & Assessment	Yes	$2,940,482.00	3,171,305.29
2	**2.8**	EL Academic Programs & PD	Yes	$1,094,702.00	1,136,363.99
2	**2.9**	EL Language Programs & PD	Yes	$325,741.00	337,273.33
2	**2.10**	Professional Development in EL and LTEL Strategies	Yes	$168,235.00	26,137.30
2	**2.11**	SPED Academic Programs	No	$45,853,780.00	45,304,340.00
2	**2.12**	SPED PD & Resources	No	$28,325.00	10,829.00
2	**2.13**	Expanded Learning	No	$19,057,323.00	16,196,833.14
2	**2.14**	Administrative Leadership Development	No	$542,579.00	640,256.75
2	**2.15**	Universal Transitional Kinder	No	$1,303,737.00	1,396,163.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	MTSS SEL & Behavioral PD Implementation	Yes	$17,720,080.00	19,322,413.60
3	3.2	Social-emotional Intervention Resources & Assessment	Yes	$261,300.00	254,101.30
3	3.3	Case Management Integrated Supports	Yes	$60,617.00	101,541.91
3	3.4	Mental Health & Crisis Integrated Supports	Yes	$139,740.00	172,543.47
3	3.5	Mental Health Support for Staff	No	$78,703.00	66,720.00
3	3.6	School Climate & Student Engagement	Yes	$11,760,039.00	11,424,052.01
3	3.7	Expanded Learning- Enrichment Opportunities	Yes	$1,810,621.00	1,826,306.16
3	3.8	SPED SEL PD	No	$14,163.00	10,829.00
3	3.9	Cultural Proficiency & Equity	No	$369,551.00	399,363.00
3	3.10	Security & Campus Wellbeing	No	$1,455,552.00	1,497,478.67
4	4.1	Building Family Capacity	Yes	$864,766.00	755,180.80
4	4.2	Family & Community Engagement	No	$190,514.00	58,556.82
4	4.3	Shared Family Engagement	Yes	$45,000.00	50,584.65
4	4.4	SPED Family Capacity	No	$77,000.00	50,902.00

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)
4	**4.5**	Promise Scholars	No	$191,135.00	268,528.21
4	**4.6**	Multilingual Communication	Yes	$320,672.00	345,337.42
5	**5.1**	ELA and Math Targeted Intervention Programs	No	$148,558.00	142,354
5	**5.2**	Integrated Supports and Resources	No	$139,219.00	99,531

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)
75,010,042	$75,126,882.00	$75,149,660.73	($22,778.73)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Transportation & Safety	Yes	$4,912,614.00	5,068,414.37		
1	1.2	Additional Student Support	Yes	$24,576,403.00	22,925,958.49		
1	1.3	Technology Infrastructure & Access	Yes	$2,649,887.00	1,608,243		
1	1.7	Teacher Initiated Professional Development	Yes	$69,782.00	69,782		
1	1.9	Classified Staff PD	Yes	$217,652.00	232,634.08		
2	2.1	Humanities and STEM PD & Resources	Yes	$323,963.00	291,770.30		
2	2.2	Coaching & Support	Yes	$491,371.00	449,053.50		
2	2.4	Magnet, College and Career, & Specialty Programs	Yes	$2,120,265.00	1,986,939.41		
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	$344,337.00	0		
2	2.6	MTSS Academic Implementation	Yes	$17,342,460.00	19,032,624.67		
2	2.7	Intervention Resources & Assessment	Yes	$664,974.00	771,102.35		
2	2.8	EL Academic Programs & PD	Yes	$596,251.00	562,494.73		
2	2.9	EL Language Programs & PD	Yes	$63,003.00	62,144.06		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.10**	Professional Development in EL and LTEL Strategies	Yes	$168,235.00	16,970.63		
3	**3.1**	MTSS SEL & Behavioral PD Implementation	Yes	$17,483,680.00	19,167,930.06		
3	**3.2**	Social-emotional Intervention Resources & Assessment	Yes	$261,300.00	253,988.80		
3	**3.3**	Case Management Integrated Supports	Yes	$60,617.00	0		
3	**3.4**	Mental Health & Crisis Integrated Supports	Yes	$139,740.00	172,543.47		
3	**3.6**	School Climate & Student Engagement	Yes	$1,606,383.00	1,547,272.52		
3	**3.7**	Expanded Learning-Enrichment Opportunities	Yes	$58,000.00	53,145.08		
4	**4.1**	Building Family Capacity	Yes	$615,293.00	516,806.55		
4	**4.3**	Shared Family Engagement	Yes	$40,000.00	38,298.65		
4	**4.6**	Multilingual Communication	Yes	$320,672.00	321,544.01		

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)
191,403,995	75,010,042	0%	39.189%	$75,149,660.73	0.000%	39.262%	$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 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 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 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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