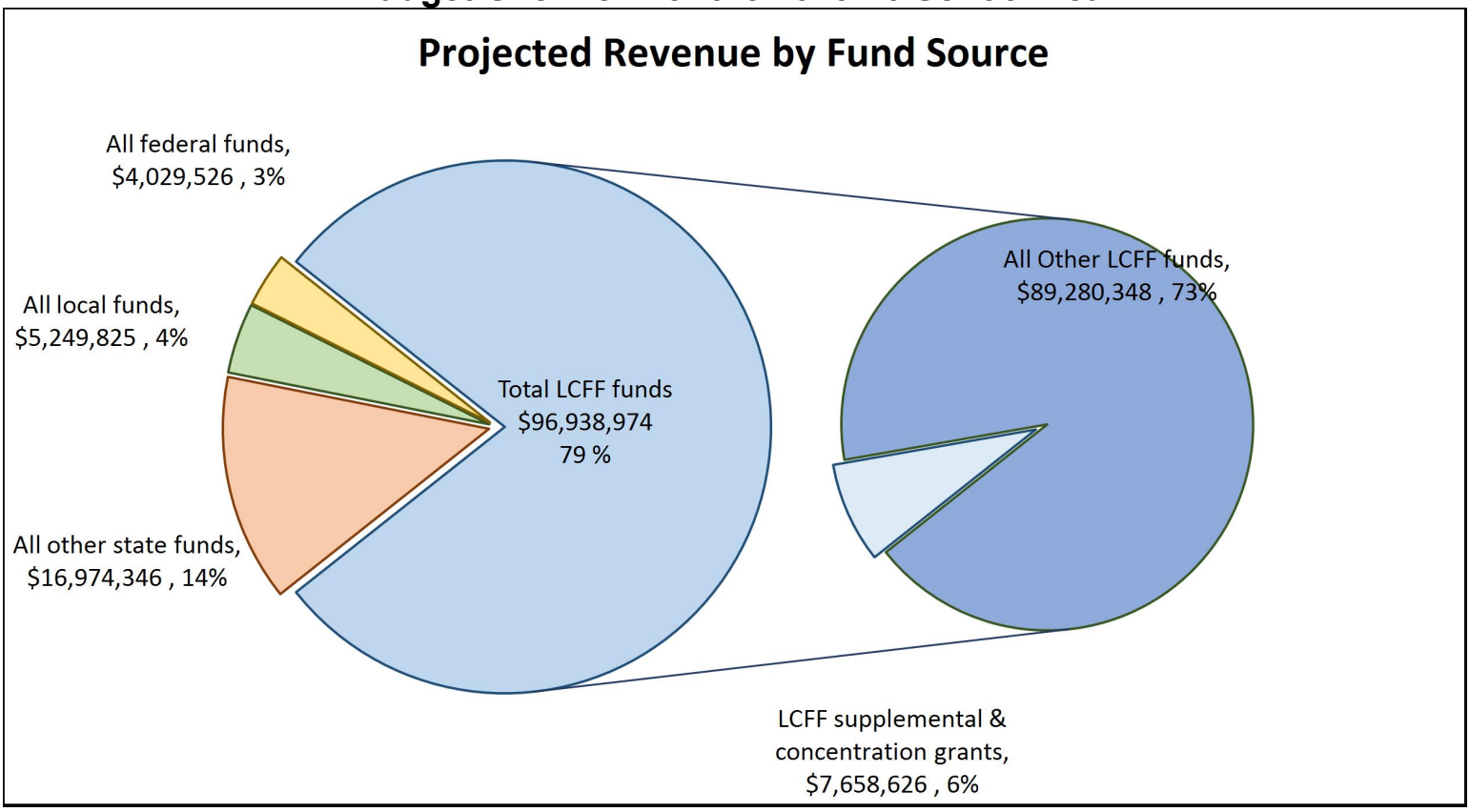
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morgan Hill Unified School District
CDS Code: 43695830000000
School Year: 2025-26
LEA contact information:
Dr. Carmen García
Superintendent
garciacarmen@mhusd.org
408.201.6023

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

Budget Overview for the 2025-26 School Year

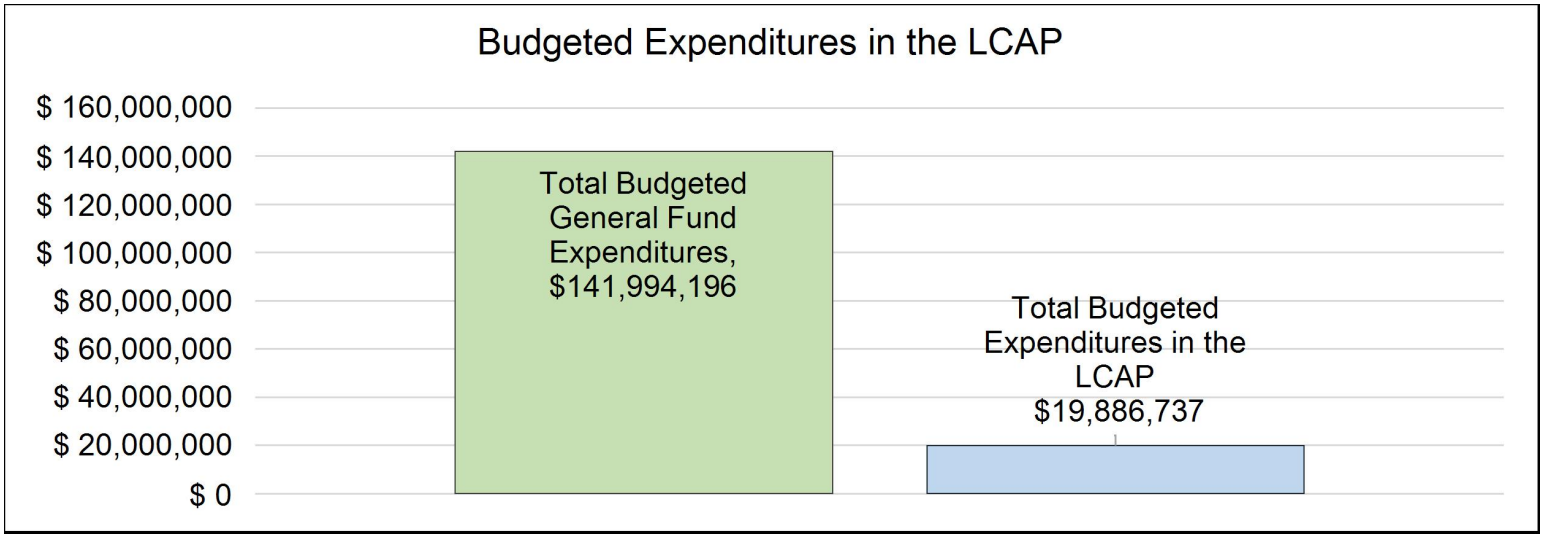


This chart shows the total general purpose revenue Morgan Hill Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Morgan Hill Unified School District is $123,192,671, of which $96,938,974 is Local Control Funding Formula (LCFF), $16,974,346 is other state funds, $5,249,825 is local funds, and $4,029,526 is federal funds. Of the $96,938,974 in LCFF Funds, $7,658,626 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Morgan Hill Unified School District plans to spend $141,994,196 for the 2025-26 school year. Of that amount, $19,886,737 is tied to actions/services in the LCAP and $122,107,459 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

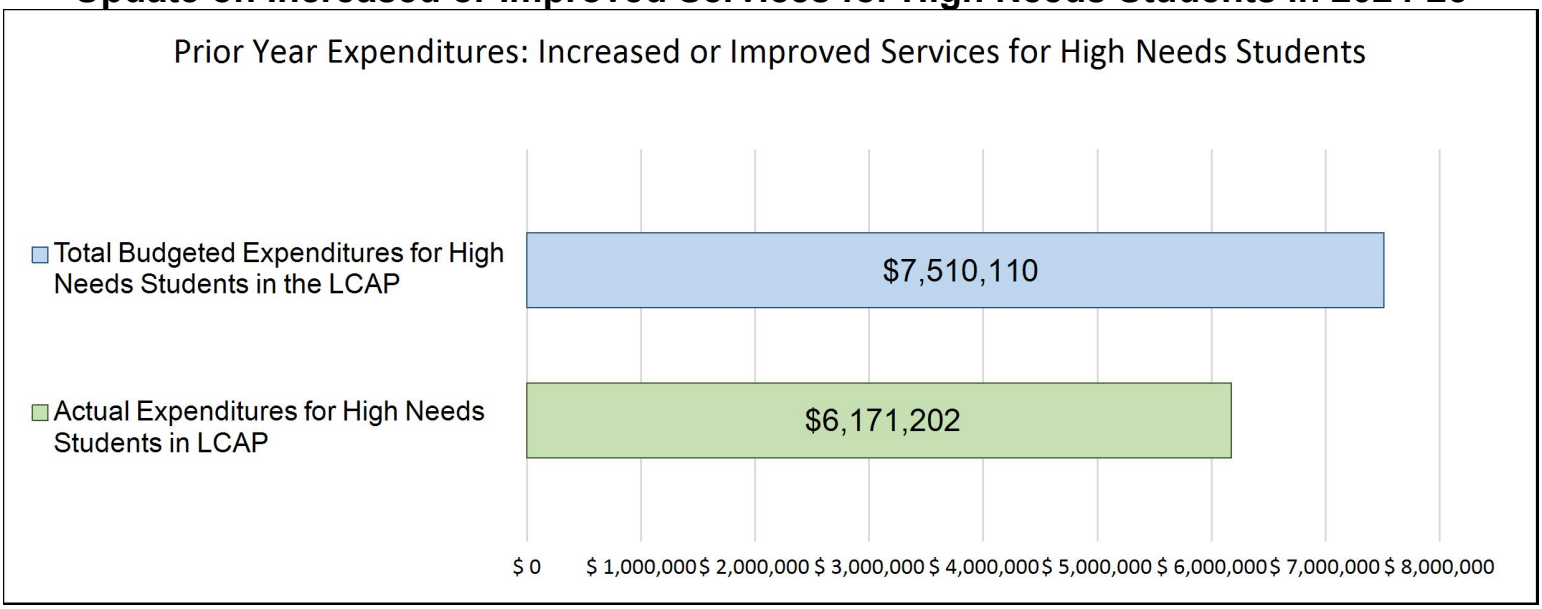
General Fund expenditures not included in the LCAP are related to cost to provide general education and operation of the district listed below:
Maintenance
Grounds
Operational Staff
Operations
Teachers
Support Staff
Facilities
Utilities
Transportation
Health and Welfare
Nutrition Services
Instructional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

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

In 2025-26, Morgan Hill Unified School District is projecting it will receive $7,658,626 based on the enrollment of foster youth, English learner, and low-income students. Morgan Hill Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Morgan Hill Unified School District plans to spend $7,658,627 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Morgan Hill Unified School District's LCAP budgeted $7,510,110 for planned actions to increase or improve services for high needs students. Morgan Hill Unified School District actually spent $6,171,202 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,338,908 had the following impact on Morgan Hill Unified School District's ability to increase or improve services for high needs students:

The Morgan Hill Unified School District is committed to providing an equitable and effective education for all students, particularly high-needs students. Two limited actions (1.0.u and 1.4.j) contribute to this goal with a planned percentage of improved services.

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

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

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

Morgan Hill Unified School District encompasses a diverse population and occupies a substantial 300-square-mile area in the southern region of Santa Clara County. The 14 neighborhood schools are the heartbeat of the community, with each school providing a central destination for education, growth, and support on both an academic and social-emotional level. The District is currently the largest employer in the City of Morgan Hill, employing approximately 800 employees in positions ranging from maintenance, bus drivers, and office staff to teachers and administrators.

The District serves an estimated 7,905 students within six elementary schools, two TK-8 schools, two comprehensive middle schools, one continuation high school, two comprehensive high schools, and one community adult school. The District has experienced steady enrollment from the 2021-22 school year to the 2024-25 school year. MHUSD's schools are located in Morgan Hill, South San Jose, and San Martin. 16.2% (1,179) of our students are English Learners (EL). 60% of our English Learners identified Spanish as their home language; the second highest home language percentage is Vietnamese (2%), followed by forty-five other languages representing the remaining EL population.

Our student population identifies with the following racial/ethnic groups: 54.3% Hispanic/Latino/a, 23.4% White, 7.7% Asian, 7.3% Two or more races, 1.8% Filipino, and 1.4% African American. Morgan Hill Unified School District has an unduplicated student count of 44.5% of our student population.

The elementary schools offer five focus academies that capture the interest of students and staff alike. San Martin/Gwinn welcomes close to 700 students in TK-8 and offers a 90/10 Dual Immersion Multicultural Education (DIME) model program and an Environmental Science Academy. P.A. Walsh School is a unique school that provides students with two exciting academic opportunities: a STEAM academy program and a 50/50 Dual Language Immersion program. With music woven into the learning experience, Jackson Academy of Math and Music fosters a love of learning for over 670 students in TK-8. El Toro Health and Science Academy and Paradise Valley Engineering Academy ignite a passion for discovery in young minds. These schools, catering to approximately 375-525 students, create dynamic learning environments with dedicated maker-spaces, fostering creativity and innovation in a smaller school setting. Barrett and Los Paseos Elementary Schools create a strong sense of belonging for their TK-5 students, fostering a community of nearly 400-500 learners who are empowered by meaningful and impactful education. Nordstrom, the largest TK-5 school, fosters a welcoming and inclusive environment where nearly 640 students thrive.

Both comprehensive middle schools foster inviting, inclusive learning environments focused on preparing students for high school. Britton Middle School is one of the new state-of-the-art remodeled campuses in downtown Morgan Hill and welcomes close to 700 students in grades 6th-8th. Martin Murphy Middle School welcomes close to 450 students on its campus and offers a variety of extracurricular activities for students with a range of interests in San Jose.

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

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

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

Reflections: Annual Performance

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

2024-25

MHUSD's deliberate and systemic implementation of its strategic plan is demonstrably improving outcomes for students, as evidenced by significant positive shifts across the California School Dashboard indicators. Our focused initiatives, designed to strengthen both student and staff support systems, have resulted in a substantial number of indicators and student groups showing meaningful progress, with improvements of one or more levels on the Dashboard. This reflects the tangible impact of the district's targeted interventions. Notably, several key indicators and student groups have achieved even more significant gains, advancing two or more levels. This highlights the effectiveness of MHUSD's data-informed strategies in driving substantial and positive change, ultimately leading to enhanced opportunities and improved results for our students.

1) Schools in MHUSD that moved from the lowest performance indicator (2023) to one or more levels on the 2024 Dashboard:

English Learner Progress Indicator-
-Nordstrom Elementary (Green) from 35.3% (2023) to 45.0% (2024)
-Live Oak High School (Yellow) from 21.7% (2023) to 40.4% (2024)

Graduation Rate Indicator
-Central High School (Yellow) from 66.2% (2023) to 71.8% (2024)

Chronic Absenteeism Indicator
-Barrett Elementary (Yellow) 39.9% (2023) to 29.1% (2024)
-Nordstrom Elementary (Yellow) from 23.2% to 18.0% (2024)
-Los Paseos Elementary (Yellow) 22.8% (2023) to 19.9% (2024)
-Martin Murphy Middle School (Yellow) from 28.8% to 24.5% (2024)
-Paradise Valley Engineering Academy (Yellow) 26.1% (2023) to 18.4% (2024)
-P.A. Walsh STEAM Academy (Yellow) 34% (2023) to 28.4%(2024)

Suspension Rate Indicator

- Britton Middle School (Green) from 14.6% (2023) to 6.9% (2024)
- Martin Murphy Middle School (Yellow) from 13.1% (2023) to 10.4% (2024)

2) Student groups within MHUSD that moved from the lowest performance level (2023) to one or more levels on the 2024 Dashboard.

College/Career Indicator

- Students with Disabilities (Yellow) 9.9% (2023) to 17.3% (2024)

Suspension Rate Indicator
- English Learners (Yellow) 8.1% (2023) to 7.2% (2024)
- Homeless Youth (Orange) 8.9% (2023) to 8.1% (2024)

3) Student groups within a school within MHUSD that moved from the lowest performance level (2023) to one or more levels in state indicators on the 2024 Dashboard.

Barrett Elementary
Chronic Absenteeism Indicator
- English Learners (Yellow) from 40.5 % (2023) to 29.% (2024)
- Homeless Youth (Orange) from 50.9% (2023) to 26.8% (2024)
- Socioeconomically Disadvantaged (Yellow) from 46.5 % (2023) to 34.2% (2024)
- Students with Disabilities (Orange) from 45.3 % (2023) to 36.6% (2024)
- Hispanic (Yellow) from 45.2 % (2023) to 32.1% (2024)
- White (Yellow) from 29.8% (2023) to 14.8% (2024)

Jackson Academy of Math and Music
Academic Indicator - ELA
- Students with Disabilities (Orange)

Suspension Rate Indicator
- Hispanic (Orange) from 3.6% (2023) to 4.1% (2024)
- White (Green) from 3.4% (2023) to 2.5% (2024)

Chronic Absenteeism Indicator
- Two or More Races (Yellow) from 21.6 % to 11.8% (2024)

Los Paseos Elementary
Suspension Rate Indicator
- Students with Disabilities (Green) from 6.1% (2023) to 2.4% (2024)

Chronic Absenteeism Indicator
- Students with Disabilities (Orange) from 40.6.% to 27.5% (2024)
- Hispanic (Yellow) from 29.5% to 26.0% (2024)

Nordstrom Elementary
English Learner Progress Indicator
- English Learners (Green) from 35.3% (2023) to 45% (2024)

Academic Indicator - ELA
- Students with Disabilities (Yellow)

Chronic Absenteeism Indicator
- English Learners (Yellow) from 30.1% (2023) to 14.5% (2024)

- Socioeconomically Disadvantaged (Orange) 37.2% (2023) to 32.4% (2024)
- Students with Disabilities (Orange) from 28.2% (2023) to 27.1% (2024)
- Hispanic (Yellow) from 34.8% (2023) to 27.4% (2024)
- White (Yellow) from 17.5% (2023) to 14.2% (2024)
- Two or More Races (Yellow) from 23.5% (2023) to 15.7% (2024)

P.A. Walsh STEAM Academy
Suspension Rate Indicator
- Socioeconomically Disadvantaged (Yellow) from 4.3% (2023) to 3.9% (2024)
- Hispanic (Yellow) from 4.5% (2023) to 3.5% (2024)

Chronic Absenteeism Indicator
- Homeless (Orange) from 53.9% (2023) to 33.7% (2024)
- Students with Disabilities (Orange) from 40.3% (2023) to 33.1% (2024)
- Hispanic (Yellow) from 37.0% (2023) to 27.0% (2024)

Paradise Valley Engineering Academy
Chronic Absenteeism Indicator
- English Learners (Yellow) from 43.8% (2023) to 17.5% (2024)
- Socioeconomically Disadvantaged (Orange) from 38.7% (2023) to 27.5% (2024)
- Students with Disabilities (Orange) from 44.4% (2023) to 32.1% (2024)
- Hispanic (Orange) from 35.9.% (2023) to 22.4% (2024)
- White (Yellow) from 20.6% (2023) to 17.0% (2024)

San Martin/Gwinn Environmental Science Academy
Suspension Rate Indicator
- English Learners (Green) from 6.1% (2023) to 2.5% (2024)
- Homeless (Yellow) from 9.3% (2023) to 5.6% (2024)
- Socioeconomically Disadvantaged (Yellow) form 6.7% (2023) to 3.5% (2024)
- Students with Disabilities (Yellow) from 7.3% (2023) to 5.5% (2024)

Britton Middle School
Academic Indicator - ELA
- English Learners (Orange) 2024
- Homeless (Yellow) 2024
- Socioeconomically Disadvantaged (Yellow) 2024
- Hispanic (Yellow) 2024

Academic Indicator - Math
- English Learners (Orange) 2024
- Socioeconomically Disadvantaged (Orange) 2024
- Students with Disabilities (Orange) 2024

- Hispanic (Orange) 2024

Suspension Rate Indicator

- English Learners (Yellow) from 23.1% (2023) to 10.2% (2024)
- Socioeconomically Disadvantaged (Yellow) from 19.6% (2023) to 10.5% (2024)
- Students with Disabilities (Orange) 18.1% (2023) to 13.2% (2024)
- Hispanic (Green) 16.5% (2023) to 7.8% (2024)
- White (Green) from 13.4% (2023) to 2.2% (2024)

Martin Murphy Middle School

Academic Indicator - ELA

- Socioeconomically Disadvantaged (Yellow) 2024
- Students with Disabilities (Orange) 2024
- Hispanic (Yellow) 2024

Academic Indicator - Math

- English Learners (Orange) 2024
- Students with Disabilities (Orange) 2024

Suspension Rate Indicator

- English Learners (Orange) from 21.9% (2023) to 14.3% (2024)
- Homeless Youth (Orange) from 25.8% to 14.5% (2024)
- Socioeconomically Disadvantaged (Orange) from 19.2% (2023) to 17.3% (2024)
- Students with Disabilities (Orange) from 20.6% (2023) to 17.9% (2024)
- Hispanic (Orange) from 16.3% (2023) to 13.4% (2024)

Chronic Absenteeism Indicator

- English Learners (Orange) from 38.3% (2023) to 28.4% (2024)
- Socioeconomically Disadvantaged (Yellow) from 43.3% (2023) to 35.7% (2024)
- Hispanic (Yellow) from 36.3% (2023) to 30.7% (2024)
- Two or More Races (Orange) from 27.0% (2023) to 23.8% (2024)

Live Oak High School

English Learner Progress Indicator (Yellow) 2024

Academic Indicator - Math

- Socioeconomically Disadvantaged (Orange) 2024
- Hispanic (Orange) 2024

Central High School

Graduation Rate Indicator

- Socioeconomically Disadvantaged (Yellow) 2024
- Hispanic (Yellow) 2024

ATSI and CSI

MHUSD's focused efforts are yielding significant positive change, notably in supporting schools identified for improvement. In 2023, eight MHUSD schools were designated as Additional Targeted Support and Improvement (ATSI) and one school as Comprehensive Support and Improvement (CSI). Through targeted strategies and dedicated work, this landscape has dramatically shifted; by 2024, only two schools remained in ATSI status, and importantly, no schools were identified for CSI. This substantial reduction underscores the district's effectiveness in moving schools and, by extension, students performing at the "red" indicator level on the California School Dashboard one or more levels, demonstrating a tangible impact on student outcomes and school improvement.

MHUSD acknowledges the ongoing need to elevate student outcomes, with a specific emphasis on enhancing achievement in English Language Arts (ELA) and mathematics for all students, and with targeted attention to the unique needs of English Learners (ELs) and students with disabilities (SWD). Our strategic approach centers on fostering robust student engagement through the lens of the 5 Dimensions of Teaching and Learning, alongside a comprehensive approach to language and literacy development across all content areas. To strengthen our instructional core, the District will continue to cultivate collective efficacy through Professional Learning Teams (PLTs), ensuring a shared responsibility for student growth.

Our commitment to a multi-tiered system of supports (MTSS) will be further refined through several key actions. Tier I universal instruction will be enhanced through the consistent implementation of Constructing Meaning and Universal Design for Learning (UDL) strategies, aiming to proactively address diverse learner needs. Tier II targeted supports will be improved by systematizing our Student Study Teams (SSTs) and expanding effective small group instruction. Finally, our Tier III intensive supports will undergo continuous improvement to provide the most impactful interventions for students with significant needs, ensuring equitable access to high-quality instruction and resources across all tiers.

Learning Recovery Emergency Block Grant (LREBG) Carryover
MHUSD will use LREBG carryover funds to enhance administrative capacity and provide targeted student support at two TK-8 schools and one of our highest-need campuses, all of which serve large populations of socioeconomically disadvantaged students. This decision is rooted in student needs assessments conducted by the district, which identified the need for stronger on-site leadership to address both academic recovery and social-emotional well-being following the disruptions of the pandemic.
The funding will support three Assistant Principal positions that will provide critical day-to-day leadership focused on meeting the unique developmental needs of TK-8 students. These administrators will strengthen instructional leadership through teacher coaching, improve student supervision, and help foster a positive school climate. Their work will directly support improved academic outcomes, stronger attendance, and greater student engagement—priorities reflected in both our LCAP and the goals of the Learning Recovery Emergency Block Grant. (Goal 1, Action 1.0.v, Metric 1.0. e and 1.0.f).
LREBG Funds: $610,238.00

2023-24

In 2023, the State Board of Education adopted a new LCAP template and instructions. Under this template, the Annual Performance section must include identifying and addressing key performance outcomes related to Morgan Hill Unified School District's 2023 CA School

Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Based on a review of the 2023 California School Dashboard, the following trends have been observed for Morgan Hill Unified School District (MHUSD).

1) Schools within MHUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - Very Low). Schools: None.

Academic Indicator - Math (Red - Very Low). Schools: None.

English Learner Progress Indicator (Red - Very Low) - Actions 1.4.a, 1.4.d, 1.4.f, 1.4.f., 1.4.h., 1.4.i
- Nordstrom Elementary (35.3% Making Progress, Declined 27.2%, N = 34)
- Live Oak High School (21.7% Making Progress, Declined 25.5%, N= 152)

Graduation Rate Indicator (Red - Low to Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.g., 1.3.h., 1.3.i., 1.3.p.
- Central High School (66.2% Graduated, Declined 10.8%, N = 65)

College/Career Indicator (Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.a., 1.3.g., 1.3.h., 1.3.i., 1.3.p
- Central High School (1.5% prepared, N = 65)

Chronic Absenteeism Indicator (Red - Very High) - 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o
- Barrett Elementary (39.9% Chronically Absent, Increased 4%, N = 406) - Actions 3.0.k
- Nordstrom Elementary (23.2% Chronically Absent, Increased 7.2%, N= 641) - Actions 3.0.k
- Los Paseos Elementary (22.8% Chronically Absent, Increased 1%, N= 434) - Actions 3.0.k
- Martin Murphy Middle School (28.8% Chronically Absent, Increased 0.8%, N= 571) - Actions 3.0.c.
- Paradise Valley Engineering Academy (26.1% Chronically Absent, Increased 1.3%, N= 379) - Actions 3.0.k
- P.A. Walsh STEAM Academy (34% Chronically Absent, Maintained 0%, N= 459) - Actions 3.0.k

Suspension Rate Indicator (Red - Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- Britton Middle School (14.6% Suspended at Least One Day, Increased 6.1%, N= 624)
- Martin Murphy Middle School (13.1% Suspended at Least One Day, Increase 2%, N= 580)

2) Student groups within MHUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.
- English Learners (84.1 Points Below Standard, Declined 9.4 points, N=920)

- Homeless Youth (79.7 Points Below Standard, Declined 0.8 points, N= 358)
- Students with Disabilities (114.8 Points Below Standard, Declined 13.5 points, N= 573)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g., 1.2.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.
- English Learners (111.7 Points Below Standard, Declined 6.6 points, N=914)
- Socioeconomically Disadvantaged (100.1 Points Below Standard, Declined 1.5 points, N= 666)
- Students with Disabilities (145.8 Points Below Standard, Declined 8.5 points, N= 574)

Graduation Rate Indicator (Red - Low to Very Low)- None.

College/Career Indicator (Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.a., 1.3.g., 1.3.h., 1.3.i., 1.3.p
- Students with Disabilities (9.9% or lower in Current Year)

Chronic Absenteeism Indicator (Red - Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.c., 3.0.d., 3.0.e., 3.0.j., 3.0.k., 3.0.o
- African American (26% Chronically Absent, Increased 0.3%, n= 73)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- English Learners (8.1% Suspended at Least One Day, Increased 1.9%, n= 1579)
- Homeless Youth (8.9% Suspended at Least One Day, Increased 0.2%, n= 847)
- Students with Disabilities (9.5% Suspended at Least One Day, Increased 1.4%, n= 1201)
- African American (9.2% Suspended at Least One Day, Increased 0.3%, n= 109)
- Pacific Islander (22.6% Suspended at Least One Day, Increased 5%, n= 31)

3) Student groups within a school within MHUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Barrett Elementary
Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- English Learners (40.5 % Chronically Absent, Increased 6.2%, n= 116)
- Homeless Youth (50.9% Chronically Absent, Increased 12%, n= 53)
- Socioeconomically Disadvantaged (46.5 % Chronically Absent, Increased 4.2%, n= 271)
- Students with Disabilities (45.3 % Chronically Absent, Increased 4.3%, n= 75)
- Hispanic (45.2 % Chronically Absent, Increased 3.7%, n= 279)
- White (29.8 % Chronically Absent, Increased 3%, n= 57)

El Toro Health Science Academy
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a.
- Students with Disabilities (77.8 Points Below Standard, Declined 11.5 points, n= 30)

Jackson Academy of Math and Music
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a., 1.2.b., 1.2.d.
- Students with Disabilities (101.2 Points Below Standard, Declined 26.9 points, n= 56)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g., 1.2.a., 1.2.b., 1.2.d.
- Students with Disabilities (111.1 Points Below Standard, Declined 1 point, N=56)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.
- Hispanic (3.6% Suspended at Least One Day, Increased 2.2%, n= 279)
- White (3.4% Suspended at Least One Day, Increased 2.6%, n= 237)

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.c., 3.0.d., 3.0.e., 3.0.j., 3.0.k., 3.0.o
- Two or More Races (21.6 % Chronically Absent, Increased 10.5%, n= 74)

Los Paseos Elementary
Suspension Rate Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b.
- Students with Disabilities (6.1% Suspended at Least One Day, Increased 3.7%, n= 33)

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- Students with Disabilities (40.6.% Chronically Absent, Increased 10.6%, n= 32)
- Hispanic (29.5% Chronically Absent, Increased 1.3%, n= 193)

Nordstrom Elementary
English Learner Progress Indicator (Red - Very Low) - Actions 1.4.a, 1.4.d, 1.4.f, 1.4.f., 1.4.h., 1.4.i
- English Learners (35.3% Making Progress, Declined 27.2%, N = 34)

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a.
- Students with Disabilities (81.5 Points Below Standard, Declined 6.6 points, n= 36)

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k
- English Learners (30.1% Chronically Absent, Increased 2.6%, n= 73)
- Socioeconomically Disadvantaged (37.2 % Chronically Absent, Increased 5.7%, n= 137)
- Students with Disabilities (28.2 % Chronically Absent, Increased 2.4%, n= 71)
- Hispanic (34.8 % Chronically Absent, Increased 10.2%, n= 210)
- White (17.5 % Chronically Absent, Increased 7.3%, n= 212)
- Two or More Races (23.5 % Chronically Absent, Increased 9.9%, n= 102)

P.A. Walsh STEAM Academy
Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a.
- English Learners (83.8 Points Below Standard, Declined 24.2 points, n= 89)
- Homeless (76.4 Points Below Standard, Declined 4.6 points, n= 32)
- Socioeconomically Disadvantaged (87.4 Points Below Standard, Declined 30.2 points, n= 131)
- Students with Disabilities (128.3 Points Below Standard, Declined 52.1 points, n= 35)
- Hispanic (81.2 Points Below Standard, Declined 34.2 points, n= 141)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g.

- Students with Disabilities (114.3 Points Below Standard, Declined 114.3 points, N=35)

Suspension Rate Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b.

- Students with Disabilities (15.2% Suspended at Least One Day, Increased 8.1%, n= 79)
- Socioeconomically Disadvantaged (4.3% Suspended at Least One Day, Increased 11.8%, n= 347)
- Hispanic (4.5% Suspended at Least One Day, Increased 2.9%, n= 232)

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k

- Homeless (53.9% Chronically Absent, Increased 3.1%, n= 102)
- Students with Disabilities (40.3% Chronically Absent, Increased 6.4%, n= 77)
- Hispanic (37.0 % Chronically Absent, Increased 2%, n= 338)

Paradise Valley Engineering Academy

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.o., 3.0.k

- English Learners (43.8% Chronically Absent, Increased 7.6%, n= 48)
- Socioeconomically Disadvantaged (38.7% Chronically Absent, Increased 0.8%, n= 48)
- Students with Disabilities (44.4% Chronically Absent, Increased 4.2%, n= 72)
- Hispanic (35.9.% Chronically Absent, Increased 1.4%, n= 156)
- White (20.6% Chronically Absent, Maintained -0.3%)

San Martin/Gwinn Environmental Science Academy

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.1.a., 1.2.b., 1.2.d.

- Students with Disabilities (115.6 Points Below Standard, Declined 10.9 points, n= 65)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.1.g., 1.2.a., 1.2.b., 1.2.d.

- English Learners (116.2 Points Below Standard, Declined 2.6 points, N= 202)
- Students with Disabilities (153.1 Points Below Standard, Declined 16 points, n= 65)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.

- English Learners (6.1% Suspended at Least One Day, Increased 1.6%, n= 293)
- Homeless (9.3% Suspended at Least One Day, Increased 1.9%, n= 140)
- Socioeconomically Disadvantaged (6.7% Suspended at Least One Day, Increased 1.9%, n= 461)
- Students with Disabilities (7.3% Suspended at Least One Day, Increased 2.6%, n= 109)

Britton Middle School

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.

- English Learners (115 Points Below Standard, Declined 36.2 points, n= 147)
- Homeless (112.2 Points Below Standard, Declined 27.5 points, n= 52)
- Socioeconomically Disadvantaged (92.2 Points Below Standard, Declined 26.7 points, n= 291)
- Students with Disabilities (148.7 Points Below Standard, Declined 12.5 points, n= 90)
- Hispanic (77.5 Points Below Standard, Declined 18.6 points, n= 357)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.2.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.

- English Learners (148.6 Points Below Standard, Declined 18.7 points, n= 147)

- Socioeconomically Disadvantaged (123.9 Points Below Standard, Declined 8.4 points, n= 290)
- Students with Disabilities (187.7 Points Below Standard, Declined 9.2 points, n= 89)
- Hispanic (107.9 Points Below Standard, Declined 6.3 points, n= 356)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.

- English Learners (23.1% Suspended at Least One Day, Increased 14%, n= 134)
- Socioeconomically Disadvantaged (19.6% Suspended at Least One Day, Increased 7.6%, n= 326)
- Students with Disabilities (18.1% Suspended at Least One Day, Increased 7.8%, n= 94)
- Hispanic (16.5% Suspended at Least One Day, Increased 7.4%, n= 389)
- White (13.4% Suspended at Least One Day, Increased 5.5%, n= 134)

Martin Murphy Middle School

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.

- English Learners (93 Points Below Standard, Declined 5.6 points, n= 99)
- Homeless (98.8 Points Below Standard, Declined 2.2 points, n= 46)
- Socioeconomically Disadvantaged (73.3 Points Below Standard, Declined 4.2 points, n= 215)
- Students with Disabilities (131.1 Points Below Standard, Declined 18 points, n= 81)
- Hispanic (74 Points Below Standard, Declined 8.8 points, n= 273)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.2.a., 1.2.b., 1.2.d., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.

- English Learners (151.7 Points Below Standard, Declined 13.4 points, n= 98)
- Students with Disabilities (179.6 Points Below Standard, Declined 1 point, n= 81)

Suspension Rate Indicator (Red - High to Very High) - Actions 1.2.g., 2.0.a., 2.0.b.

- English Learners (21.9% Suspended at Least One Day, Increased 2.8%, n= 96)
- Homeless Youth (25.8% Suspended at Least One Day, Increased 10.1%, n= 62)
- Socioeconomically Disadvantaged (19.2% Suspended at Least One Day, Increased 1.6%, n= 261)
- Students with Disabilities (20.6% Suspended at Least One Day, Increased 3.1%, n= 97)
- Hispanic (16.3% Suspended at Least One Day, Increased 2.6%, n= 319)

Chronic Absenteeism Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b., 2.0.c., 2.0.f., 3.0.b., 3.0.c., 3.0.d., 3.0.e., 3.0.j., 3.0.k., 3.0.o

- English Learners (38.3% Chronically Absent, Increased 3.6%, n= 94)
- Socioeconomically Disadvantaged (43.3% Chronically Absent, Increased 2.6%, n= 256)
- Hispanic (36.3 % Chronically Absent, Increased 3.5%, n= 314)
- Two or More Races (27.0 % Chronically Absent, Increased 0.1%, n= 37)

Live Oak High School

English Learner Progress Indicator (Red - Very Low) - Actions 1.4.a, 1.4.d, 1.4.f, 1.4.f., 1.4.h., 1.4.i

- English Learners (21.7% Making Progress, Declined 25.5%, N = 152)

Academic Indicator - ELA (Red - Very Low) - Actions 1.0.a., 1.0.e., 1.0.n., 1.0.p., 1.4.a., 1.4.c., 1.4.d., 1.4.f., 1.4.h., 1.4.k.

- Socioeconomically Disadvantaged (50.2 Points Below Standard, Declined 5.2 points, n= 99)
- Hispanic (46.2 Points Below Standard, Declined 23 points, n= 151)

Academic Indicator - Math (Red - Very Low) - Actions 1.0.a., 1.0.b., 1.0.e., 1.0.n., 1.0.p., 1.4.a., 1.4.c., 1.4.d., 1.4.h., 1.4.k.

- Socioeconomically Disadvantaged (144.3 Points Below Standard, Declined 27.8 points, n= 98)
- Hispanic (145.2 Points Below Standard, Declined 38.4 points, n= 150)

Suspension Rate Indicator (Red - High to Very High) - Actions 2.0.a., 2.0.b.

- English Learners (20.1% Suspended at Least One Day, Increased 3.9%, n= 194)
- Socioeconomically Disadvantaged (13.3% Suspended at Least One Day, Increased 0.8%, n= 549)
- Students with Disabilities (14.7% Suspended at Least One Day, Increased 0.1%, n= 177)
- Hispanic (10.7% Suspended at Least One Day, Increased 0.1%, n= 786)

Central High School

Graduation Rate Indicator (Red - Low to Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.g., 1.3.h., 1.3.i., 1.3.p.

- Socioeconomically Disadvantaged (63.6% Graduated, Declined 11.4%, n = 55)
- Hispanic (67.9% Graduated, Declined 6%, N = 56)

College Career Indicator (Very Low) - Actions 1.0.a., 1.0.m., 1.0.n., 1.0.t., 1.3.a., 1.3.g., 1.3.h., 1.3.i., 1.3.p

- Hispanic (0% prepared)
- Socioeconomically Disadvantaged (1.8% prepared)

MHUSD recognizes the need for significant improvement in student outcomes. To address this, the district has implemented targeted goals, actions, and metrics that directly address the data's findings. These efforts prioritize supporting student groups scoring in the lowest performance bands. Additionally, some growth areas are highlighted below.

Barrett Elementary saw an overall improvement in math, with notable gains among English Learners, socioeconomically disadvantaged, and Hispanic students, though students with disabilities declined significantly. Los Paseos Elementary made significant improvements in English Learner progress, ELA, and math despite a slight decline for English Learners in math. Nordstrom Elementary exited ATSI with a notable increase in math scores for students with disabilities despite a decline in ELA. San Martin/Gwinn Environmental Science Academy improved in ELA and math overall and for most student groups, though students with disabilities saw a decline. Martin Murphy Middle achieved a significant increase in English Learner progress. Ann Sobrato High showed strong performance in English Learner progress and ELA, with substantial gains in several student groups, and maintained or improved math across various student groups.

Between the 2022-23 and 2023-24 school years, four Morgan Hill Unified School District (MHUSD) schools exited Additional Targeted Support and Improvement (ATSI) status by improving student outcomes as measured by the California School Dashboard. Ann Sobrato High School enhanced outcomes for English Learners, El Toro Health Science Academy improved outcomes for students identified with two or more races, Jackson Academy of Math and Music saw gains for Asian American students and students with disabilities, and Nordstrom Elementary bettered outcomes for students with disabilities. These schools implemented targeted strategies and supports, reflecting their commitment to equity and excellence in education for their ATSI-identified populations. Despite the challenges, MHUSD's graduation rate is a notable strength, with 92.8% of students graduating. This high graduation rate reflects positively on the MHUSD's efforts to support student persistence and completion of high school.

Reflections: Technical Assistance

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

2024-25

For the 2025 LCAP technical assistance reflection, MHUSD's DA work focused specifically on reducing suspensions district-wide, with Martin Murphy Middle School serving as a pilot site due to its rising suspension rates, particularly among Homeless students, Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged (SED) populations. A district team composed of the Assistant Superintendent of Educational Services, Directors of Elementary Education and Student Services, a District Teacher on Special Assignment, and the Murphy Middle School administration conducted a root cause analysis, culminating in the aim statement: "By the end of the 2024-25 school year, we will reduce the suspension rate by 6% (2% per quarter) at Martin Murphy School by calibrating adult responses to behavior and improving suspension processes. This reduction will benefit students identified as Homeless, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged (SED) students, their families, and the broader community, ultimately leading to better academic achievement and attendance."

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

2023-24
Differentiated Assistance (DA) is a process designed to provide targeted support and intervention to districts requiring additional assistance to improve student outcomes. Based on the 2023 California Schools Dashboard, MHUSD has been identified for DA in the following areas: African American (Chronic Absenteeism, Suspension), English Learners (Academics, Suspensions), Homeless Youth (Academics, Suspensions), Students with Disabilities (Academics, Suspensions, College/Career). Through the DA process, the MHUSD team completed a needs assessment to identify specific areas of strength and areas needing improvement. This assessment included analyzing student achievement data and survey data.

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

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

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

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

Plan to Respond to Chronic Absenteeism
To respond to the analysis of chronic absenteeism, MHUSD has implemented initiatives around early identification and intervention, family community and engagement, student support services, incentive programs, professional development, and data-driven decision-making. MHUSD has implemented an early warning system to identify students at risk of chronic absenteeism. This system allows staff to intervene with personalized student and family support plans promptly. MHUSD has also improved the truancy process to be more restorative and intervene with support earlier. MHUSD staff are enhancing outreach efforts to engage families and the community. This involves regular communication with parents about the importance of consistent school attendance and providing resources to help overcome barriers such as transportation and health issues. School sites are also adding communication about attendance to their newsletters, parent meetings, and student conferences. Staff are also increasing the number of home visits to help build positive relationships with families and create a stronger home-to-school connection. MHUSD has increased access to student support services, including counseling and mental health resources. Wellness Counselors, academic counselors, and other community-based partnerships are actively involved in addressing the underlying issues that contribute to absenteeism, such as anxiety, depression, and other social-emotional challenges. MHUSD has introduced incentive programs that recognize and reward students for improved attendance to encourage regular attendance. These programs aim to create a positive school culture that celebrates regular attendance. Staff across the district receive professional development focused on identifying and addressing chronic absenteeism. This training equips teachers, administrators, and support staff with the skills and strategies to support students effectively. The CARE team has created SMART goals to increase attendance for McKinney Vento students and is doing professional development with staff around the needs of this student population. Staff are leveraging data to track attendance patterns and measure the effectiveness of interventions. Regular data reviews allow staff to adjust strategies and ensure they meet students' needs. District staff are meeting with site administration to review data and go over students who are on the “cusp” to help create plans to increase attendance and meet families’ areas of need. In addition, staff are meeting with district leadership across departments to increase understanding and leverage their expertise around supporting students’ attendance from various viewpoints, including nutrition, transportation, and facilities. Through these targeted efforts, MHUSD is committed to reducing chronic absenteeism and ensuring that all students have the opportunity to succeed academically and thrive within our school community.

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

Plan to Respond to Mathematics
To respond to the analysis of students not making adequate gains in mathematics, MHUSD has worked with teachers and leadership at each school level. At the elementary level, two schools have been identified to participate in the P-3 Collaborative Pre-K to 3 Coherence Collaboration (P3CC) during the 2024-25 school year. This collaboration with California Education Partners is a three-year cohort process during which the learnings at the initial two schools will expand to encompass all MHUSD elementary schools. At the middle school level, the District Math Teacher on Special Assignment (TOSA) has conducted a book study on Building Thinking Classrooms in Mathematics supported by facilitated conversations, collaborative planning, and coaching opportunities. At the high school level, the District Math TOSA and District English Language Development TOSA collaborated with the Integrated Math I teachers to identify ways to strengthen access to instruction for students identified as English Learners supported by facilitated conversations, collaborative planning, and classroom visit feedback. At the district-wide level, MHUSD has begun a partnership with the Silicon Valley Mathematics Initiative (SVMI) to learn more about the newly adopted California Mathematics Framework to better understand the best practices in how mathematics should be taught as well as to prepare for an upcoming mathematics curriculum adoption based on the timeline provided by the California Department of Education.

Plan to Respond to English Language Arts
To respond to the analysis of students not making adequate gains in English language arts, MHUSD has worked with teachers and leadership at each school level. Teachers have been trained in content-specific curricula for phonemic and phonological awareness at the elementary level. Elementary teachers also evaluated several supplemental phonics curricula for anticipated 2024-25 school year implementation. The Elementary Reading Intervention Teachers were also trained in multiple intervention strategies and curricula, including

Orton-Gillingham and the Unversity of Florida Literacy Institute (UFLI) Toolkit. At the elementary and middle school levels, the transition to iReady Reading has made student data and classroom-based intervention tools more accessible to teachers for a more timely response to students' needs. At the district-wide level, MHUSD has begun a partnership with Greenfield Learning to learn more about the science of reading and the research behind how students learn to read across the TK-12 system to develop a district-wide literacy plan.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable. No schools under CSI this school year. MHUSD's focused support and implementation of targeted strategies have resulted in a significant positive impact: Central High School, previously identified as a Comprehensive Support and Improvement (CSI) school, has successfully exited CSI status.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Families, Staff and Community Members	The District administered the LCAP online survey from January 13, 2025 to January 29, 2025. Mass communication was sent out to staff, families, and the community via the district and school site messaging platform, social media platforms, websites, newsletters, and LCAP Survey flyers. Participants provided feedback on their experiences with District programs, services, and supports, identified areas of strength and growth, and ways we can improve. This year, we had a total of 3147 responses to the survey: -Parents: 224 -Staff: 163 -Students (grades 5-12): 2750 -Community Members: 10
District English Learner Advisory Committee	The LCAP was shared with the District English Learner Advisory Committee (DELAC) on January 27, 2025, February 24, March 24, April 28, and May 19 for input and feedback. The DELAC comprises members from each school in the district and specific district staff responsible for English Learner programs and services. One of our Trustees serves on the DELAC committee. DELAC members reviewed each LCAP goal (including actions and metrics) and provided input and feedback regarding success and challenges. Input and feedback were captured during the meetings and compiled into a district document. DELAC members were also encouraged to complete the LCAP online survey. DELAC members were

Educational Partner(s)	Process for Engagement
	encouraged to share what they learned and solicit feedback from their respective ELAC site committees to report on the following DELAC committee meeting. DELAC members provide invaluable input and insights on the needs of our English Learners and strategies for fostering family and community engagement.
LCAP Advisory Committee	The LCAP Advisory Committee includes students, staff, and parents. The LCAP Advisory Committee was facilitated by the Assistant Superintendent of Educational Services and district leadership. Committee membership represents key educational partner groups, including parent leaders, parents of students with disabilities, parents of English Learners, certificated and classified staff, site administration, and high school student representatives. The LCAP Advisory Committee met via Zoom on February 27, March 20, April 24, and May 15 to provide input and feedback on the LCAP. The LCAP Advisory Committee reviewed the progress on all LCAP goals/actions (including reviewing the LCAP Mid-Year Update) and accompanying district metrics, reviewed the responses from the online LCAP survey, and provided feedback on current LCAP goals, actions, and metrics.
District Leadership Team	The district presented the LCAP and administered the LCAP survey to all administrators from January 13, 2025 to January 29, 2025. Administrators were also asked to provide input on LCAP goals and feedback on actions.
Certificated and Classified Staff (Including Local Bargaining Units)	Certificated and classified staff were invited to provide LCAP feedback via the LCAP online survey. Information regarding the LCAP online survey was shared with all certificated and classified staff via various methods, including the Educational Services Division's twice-a-month newsletter, Parent Square, school bulletins, and staff meetings. On March 20, 2025, the Educational Services Team attended the Morgan Hill Federation of Teachers (MHFT) Executive Council to review the LCAP goals and actions and solicit member feedback. On May 8, 2025, the Educational Services Team presented the LCAP goals and actions to the Morgan Hill Classified Employees Association (MHCEA) Executive Team. Feedback and input were solicited and collected.

Educational Partner(s)	Process for Engagement
Administrators	Administrators participated in the LCAP Advisory Committee. Administrators provided input and feedback during these meetings. The feedback from these meetings was compiled and reviewed. Administrators were also invited to participate in the online LCAP survey.
Students	Students in grades 5-12 were invited to complete the LCAP online survey. 2750 students completed the survey (Elementary: 277 and Secondary: 2473).
District Roundtable	The District Roundtable is a quarterly meeting held at the district office; it is a collaborative meeting that includes Educational Services personnel, the Superintendent, members of the Board, administrators from each school site, and site-elected parents such as school site council members, booster club members, and home and school club members. These meetings aim to update attendees on district developments and gather feedback on challenges and initiatives. During the October 2024 meeting, Roundtable members were invited to participate in the LCAP process and complete the LCAP online survey.
SELPA Director	SELPA Director met with District staff on April 23, 2025 to review LCAP goals/actions and provide input and feedback related to students with Disabilities.
Navigating Educational Supports Together- NEST (formerly Special Education Advisory Council; SEAC)	On May 1, 2025, District staff provided an overview of LCAP goals and actions with a specific focus on the actions to support students with disabilities. Members of the committee provided feedback on LCAP goals and actions.
Community-Based Organizations	LCAP feedback was solicited via the LCAP online survey from our community-based partners, including the Boys and Girls Club, YMCA, Youth Alliance, Discovery Counseling, and Rebekah Children's Services
Public Comment on the Draft LCAP	The district posted the draft LCAP on its website beginning on June 5, 2025, and continuing through June 24, 2025. This included the public hearing on the LCAP on June 10, 2025. The public had the option of completing a survey form to provide feedback. The survey information was downloaded and placed into a spreadsheet that the Educational Services Team reviewed.

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

As stated above, the district solicited feedback and input on LCAP goals, actions, metrics, and investments through a robust set of multiple engagements with various committees and groups, an LCAP input survey with 3147 respondents, and public comments on the posted draft LCAP. These community inputs were carefully reviewed and taken into consideration.

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

Academics:

Respondents generally hold positive views on schools' ability to prepare students for high school success and overall success, with staff consistently reporting the highest agreement. There is a generally favorable opinion regarding support for underachieving students. Awareness of available student resources and support is high across all groups (understanding resources to learn: students 73%, parents 69%, staff 88%; understanding resources for feelings/relationships: 69%, 68%, 89%). Most respondents agree that students receive the necessary resources and supports to learn (students: 71%, parents: 71%, staff: 80%). Staff have positive perceptions of support for foster youth, migrant education, and McKinney-Vento students, with over 75% indicating that these students receive the necessary resources. High school respondents largely agree their schools prepare students for high school and beyond (students: 67%, parents: 75%, staff: 85%) and offer credit recovery (75%, 76%, 95%), guidance on seeking extra help (67%, 80%, 88%), and support for A-G courses (67%, 78%, 84%). Staff hold positive views on the school environment for English Learners, who they perceive as respected, accepted, and treated fairly.

Overall, respondents hold high opinions about the district schools' capacity to prepare students for college, career, and civic engagement. However, student and parent respondents highlight areas for improvement, including the need to offer advanced classes to all students and to help students set personal goals and improve their communication skills. To ensure middle school students are well-prepared for the rigor of high school mathematics, MHUSD is strategically enhancing staffing at the middle school level. This investment will provide additional support within math classes, enabling more individualized attention, targeted interventions, and a stronger foundation in key mathematical concepts essential for success in subsequent high school coursework. MHUSD is also placing a targeted emphasis on mathematics instruction in transitional kindergarten through third grade to strengthen students' foundational math skills and set them up for success with more complex concepts in later grades. To further enhance students' college, career, and civic readiness, MHUSD will continue to strengthen communication with families and students regarding the benefits and opportunities to take advanced classes, as well as implement differentiated strategies and interventions tailored to each school level. By maintaining a strong focus on foundational literacy in transitional kindergarten through third grade, MHUSD is equipping students with the skills they need to read grade-level texts and build a solid foundation for future learning across all subject areas. MHUSD will continue to provide resources and programs to support college and career readiness at the middle and high school levels. Professional development and resources for Career and Technical Education (CTE) and AP Capstone programs will continue to ensure equitable access to advanced academic and career opportunities for all students.

While staff perceive a positive environment for English Learners, parents report lower agreement that schools provide the necessary encouragement and attention. To better inform and engage parents of English Learners, the LCAP outlines actions to enhance communication about the specific supports and attention their students receive, aiming to increase parental understanding and build positive relationships with families. In alignment with the Support Plan for English Learners, continuing efforts also include supporting both Integrated

and Designated ELD instruction through professional development, instructional coaching, and the development of secondary courses to support Long-Term English Learners (LTELs).

Parents of students with disabilities express a need for targeted support of resources for families, attention, and overall learning support. Parent familiarity with the Inclusive Model also needs support. To enhance support for students with disabilities, the LCAP outlines actions to strengthen communication and partnership with their parents regarding available resources and supports, specifically increasing efforts to inform them about the Inclusive Model and its benefits for all children. MHUSD will continue to develop its Inclusion Roadmap and significantly enhance professional development in Universal Design for Learning (UDL). UDL helps create flexible and accessible learning environments that reduce barriers to learning and learning opportunities. MHUSD will continue to provide behavior de-escalation and crisis intervention training for special education staff, support classified staff in middle school co-teaching, and ensure comprehensive support for students with disabilities in both academic and behavioral needs.

Family and Community Engagement:

Parents and staff largely agree that district schools actively engage families and the community, with strong majorities indicating that schools consistently invite families into the school community, share student progress, connect with and respect families, encourage community involvement, and value family feedback. There is a solid foundation of agreement on key family engagement practices. Schools are doing well in making families feel welcome, informed about their child's progress, and respected. Community involvement is also seen positively by both groups.

While overall perceptions are positive, families expressed a need to invite them to share insights about their child's learning, using that information for differentiated instruction, involving them in significant decision-making, and partnering with them to improve the school. Parents generally report positive communication with teachers and staff, feeling able to connect when needed, and well-informed about school events. Most parents also receive information about their child's academic progress from teachers. However, a notable difference exists in how well-informed parents of elementary students feel about their child's social interactions compared to parents of middle, high, and K-8 students.

LCAP actions continue to build on these strengths by highlighting successful engagement initiatives and ensuring these positive practices are consistently implemented across all school sites. This includes continued implementation of Bilingual Community Liaisons at each school to support English Learner (EL) students and their families with outreach, interpretation, and translation services. The Family and Community Engagement Center will continue to organize activities, provide resources, and foster an inclusive environment to improve communication and offer educational programs for parents. With the implementation of the Family and Community Engagement Plan, MHUSD will actively focus on soliciting and utilizing family input on their child's learning, refining ways to incorporate more family voice into school improvement efforts, and creating additional opportunities for collaborative decision-making. MHUSD will continue to implement strategies to ensure consistent communication with parents at all grade levels about their child's social interactions, tailoring these strategies to the specific needs of middle and high school families.

Climate and Culture:

Survey data reveal a generally positive perception of student engagement in school and classes across stakeholder groups. Notably, significant majorities of students (94%), parents (92%), and school staff (87%) agree that students want to succeed academically. Similarly, strong agreement exists regarding students coming to class prepared (students: 84%, parents: 94%, staff: 73%) and learning through diverse methods both in and out of school (students: 75%, parents: 76%, staff: 88%). Furthermore, at least two-thirds of respondents indicate that students care about their school and feel that the school provides opportunities for them to share ideas to enhance learning. However, the data also highlights key areas needing attention. Students reported a greater need for equitable treatment and an enhanced sense of safety at school compared to the more positive perspectives held by parents and staff on these aspects. While a majority of students reported making friends, concerns emerged regarding the overall social environment. Approximately half of the students reported inconsistencies in students respecting teachers and staff, as well as among peers, and a lack of consistent kindness among peers. Bullying was also identified as a concern by a portion of the student respondents. Additionally, feedback from both students and parents suggests an opportunity to strengthen the explicit support for the development of essential soft skills, such as communication and goal setting.

MHUSD is committed to cultivating a deeply supportive and inclusive learning environment through comprehensive strategies that focus on student well-being and a positive school climate. To achieve this, LCAP actions will prioritize safety initiatives, robust mental health and wellness supports, and a Multi-Tiered System of Supports (MTSS) framework that includes Positive Behavioral Interventions and Supports (PBIS) alongside programs intentionally designed to promote respect for differences, kindness, trust, and accessibility for all stakeholders.

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

By intentionally addressing these critical areas, MHUSD aims to create a more positive, welcoming, and equitable school climate where every student feels safe, respected, valued, and fully supported, thereby enhancing their overall well-being, engagement, and ultimately, their academic success. MHUSD believes that a strong partnership with students, families, and the community is essential to realizing this vision. These initiatives are designed to build trust and ensure accessibility for all educational partners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0.a	Basic Services: Teachers appropriately assigned & fully credentialed	2023-24 Fully Credentialed: 88%	2024-25 Fully Credentialed: 91.7%		2026-27 Full Credential: 100%	Fully Credentialed: +3.7%
1.0.b	Basic Services: William's Act	2023-24 100%	2024-25 100%		2026-27 100%	Maintained at 100%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 19% Two or more: 22% One Grade Level Below: 26% / 1150 EL: 32% / 305 SWD: 20% / 159 SED: 30% / 536 Latino/Hispanic: 30% White: 26% Two or more: 20% Two Grade Levels Below: 10% / 424 EL: 16% / 155 SWD: 15% / 120 SED: 13% / 239 Latino/Hispanic: 12% White: 9% Two or more: 5% Three or More Grade Levels Below: 14% / 626 EL: 34% / 320 SWD: 38% / 301 SED: 25% / 438 Latino/Hispanic: 22% White: 11% Two or more: 9%	SWD: 10% / 56 SED: 15% / 223 Latino/Hispanic: 17% White: 21% Two or more: 23% One Grade Level Below: 25% / 1148 EL: 33% / 289 SWD: 22% / 122 SED: 31% / 460 Latino/Hispanic: 29% White: 25% Two or more: 19% Two Grade Levels Below: 9% / 432 EL: 15% / 132 SWD: 18% / 83 SED: 13% / 193 Latino/Hispanic: 12% White: 9% Two or more: 6% Three or More Grade Levels Below: 14% / 642 EL: 30% / 263 SWD: 41% / 228 SED: 21% / 312 Latino/Hispanic: 20% White: 10% Two or more: 7%		Overall and including all student groups	Latino/Hispanic: +1% White: +2% Two or more: +1% One Grade Level Below: -1% EL: +1% SWD: +2% SED: +1% Latino/Hispanic: -1% White: -1% Two or more: -1% Two Grade Levels Below: -1% EL: -1% SWD: +3% SED: 0% Latino/Hispanic: 0% White: 0% Two or more: +1% Three or More Grade Levels Below: 0% EL: -4% SWD: +3% SED: -4% Latino/Hispanic: -2% White: -1% Two or more: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0.f	Pupil Achievement: iReady Math Assessment Grades K to 8 Overall (iReady Assessment)	2023-24 Diagnostic #3 Mid or Above Grade Level: 22% / 894 EL: 6% / 61 SWD: 10% / 80 SED: 10% / 187 Latino/Hispanic: 12% White: 27% Two or more: 35% Early On Grade Level: 19% / 770 EL: 8% / 76 SWD: 10% / 79 SED: 14% / 251 Latino/Hispanic: 17% White: 20% Two or more: 22% One Grade Level Below: 33% / 1315 students) EL: 28% / 267 SWD: 23% / 186 SED: 31% / 556 Latino/Hispanic: 38% White: 33% Two or more: 29% Two Grade Levels Below: 11% / 454 EL: 14% / 136 SWD: 17% / 134 SED: 12% / 221 Latino/Hispanic: 14% White: 9%	2024-25 Diagnostic #3 Mid or Above Grade Level: 26% / 1217 EL: 10% / 87 SWD: 8% / 44 SED: 14% / 207 Latino/Hispanic: 16% White: 29% Two or more: 37% Early On Grade Level: 19% / 876 EL: 10% / 87 SWD: 6% / 33 SED: 16% / 236 Latino/Hispanic: 17% White: 20% Two or more: 21% One Grade Level Below: 33% / 1528 EL: 40% / 349 SWD: 31% / 170 SED: 38% / 562 Latino/Hispanic: 38% White: 34% Two or more: 31% Two Grade Levels Below: 9% / 423 EL: 16% / 131		2026-27 Diagnostic #3 Mid or Above Grade Level: 74% Early On Grade Level: 25% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	Mid or Above Grade Level: +4% EL: +4% SWD: -2% SED: +4% Latino/Hispanic: +4% White: +2% Two or more: +2% Early On Grade Level: 0% EL: +2% SWD: -4% SED: +2% Latino/Hispanic: 0% White: 0% Two or more: -1% One Grade Level Below: 0% EL: +12% SWD: +8% SED: +7% Latino/Hispanic: 0% White: +1% Two or more: +2% Two Grade Levels Below: -2% EL: +2% SWD: 0% SED: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or more: 7% Three or More Grade Levels Below: 14% / 536 EL: 26% / 244 SWD: 34% / 270 SED: 21% / 378 Latino/Hispanic: 19% White: 10% Two or more: 7%	SWD: 17% / 93 SED: 14% / 207 Latino/Hispanic: 12% White: 8% Two or more: 6% Three or More Grade Levels Below: 12% / 554 EL: 24% / 209 SWD: 38% / 208 SED: 18% / 266 Latino/Hispanic: 17% White: 9% Two or more: 6%			Latino/Hispanic: -2% White: -1% Two or more: -1% Three or More Grade Levels Below: -2% EL: -2% SWD: +4% SED: -3% Latino/Hispanic: -2% White: -1% Two or more: -1%
1.0.g	Pupil Achievement: NWEA MAP 9-11 Reading and Math Avg RIT Scores by Grade Level (Metric retired during Year 1 due to programmatic changes)	2023-24 Reading Winter Avg RIT Scores 9: 217 10: 220 11: 221 Math Winter Avg RIT Scores 9: 230 10: 234 11: 231 *This data cannot be further disaggregated by student group	2024-25 NA		Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math - maintain and grow RIT scores to grade level plus 5 9: 233.6 10: 236.21 11: 238.49	NA
1.0.h	Pupil Achievement: High School	Class of 2023:	Class of 2024:		2026-27	Class of 2024:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	High School Graduation Rates (Cohort) Seal of Biliteracy Golden State Seal UC/CSU a-g College Entrance Requirements CTE Pathway Completers (Seniors) UC/CSU a-g Requirements and CTE Pathway Completion (Seniors) College & Career Readiness Indicator College preparedness pursuant to the Early Assessment Program (EAP) (DataQuest; internal data monitoring)	High School Graduation Rate: 92.8% Seal of Biliteracy: 12.5%* Golden State Seal: 35.5%* UC/CSU a-g College Entrance Requirements: 55.1% CTE Pathway Completers: 42% / 281 UC/CSU a-g Requirements & CTE Completers: 18.8% College & Career Readiness Indicator: 51.7% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 58.2% / Math - 30.3% *Internal calculation due to discrepancies in DataQuest	High School Graduation Rate: 91.8% Seal of Biliteracy: 9.8% Golden State Seal: 37.3% UC/CSU a-g College Entrance Requirements: 50% CTE Pathway Completers: 44% / 283 UC/CSU a-g Requirements & CTE Completers: 19.2% College & Career Readiness Indicator: 51.7% Prepared Early Assessment Program (EAP) College Preparedness: ELA - 52% Math - 30.3%		High School Graduation Rate: 95% Seal of Biliteracy: 25% Golden State Seal: 50% UC/CSU a-g College Entrance Requirements: 65% CTE Pathway Completers: 55%/ 350 UC/CSU a-g Requirements & CTE Completers: 25% College & Career Readiness Indicator: 70% prepared Early Assessment Program: ELA: 65% and Math: 50%	High School Graduation Rate: -1% Seal of Biliteracy: -2.7%* Golden State Seal: +1.8% UC/CSU a-g College Entrance Requirements: -5.1% CTE Pathway Completers: +2% UC/CSU a-g Requirements & CTE Completers: +0.4% College & Career Readiness Indicator: +0% Early Assessment Program (EAP) College Preparedness: ELA - 6.2% / Math +0% *Internal calculation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0.i	Implementation of State Standards Curriculum: Adopted Curriculum Aligns with State Standards Instruction & Professional Learning: District-wide professional development days	2023-24 Curriculum: Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days	2024-25 Curriculum: Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days		2026-27 Curriculum: Adopted Curriculum Aligns with State Standards: 100% Instruction & Professional Learning: District-wide professional development days: 2 days	Maintained at 100% and 2 days respectively
1.0.j	Pupil Achievement: iReady Reading Assessment Grades 9-12 Overall (iReady Assessment)	2024-25 Diagnostic #2 Mid or Above Grade Level: 10% / 222 EL: 1% / 2 SWD: 8% / 24 SED: 4% / 23 Latino/Hispanic: 4% / 47 White: 11% / 104 Two or more: 15% / 27 Early On Grade Level: 19% / 421 EL: 6% / 12 SWD: 11% / 33 SED: 13% / 78 Latino/Hispanic: 13% / 154 White: 21% / 198 Two or more: 22% / 40	Baseline data collected during Year 1.		2026-27 Diagnostic #2 Mid or Above Grade Level: 70% Early On Grade Level: 30% One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One Grade Level Below: 23% / 510 EL: 8% / 16 SWD: 9% / 207 SED: 22% / 131 Latino/Hispanic: 20% / 236 White: 23% / 217 Two or more: 25% / 45 Two Grade Levels Below: 8% / 177 EL: 5% / 10 SWD: 5% / 15 SED: 9% / 53 Latino/Hispanic: 9% / 106 White: 8% / 75 Two or more: 10% / 18 Three or More Grade Levels Below: 40% / 886 EL: 80% / 165 SWD: 66% / 198 SED: 51% / 305 Latino/Hispanic: 54% / 638 White: 37% / 349 Two or more: 28% / 50				
1.0.k	Pupil Achievement: iReady Math Assessment Grades 9-12 Overall (iReady Assessment)	2024-25 Diagnostic #2 Mid or Above Grade Level: 7% / 100 EL: 2% / 3 SWD: 4% / 10 SED: 4% / 19	Baseline data collected during Year 1.		2026-27 Diagnostic #2 Mid or Above Grade Level: 70% Early On Grade Level: 30%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latino/Hispanic: 3% / 28 White: 7% / 47 Two or more: 8% / 9 Early On Grade Level: 17% / 267 EL: 7% / 12 SWD: 6% / 14 SED: 10% / 48 Latino/Hispanic: 11% / 102 White: 19% / 127 Two or more: 21% / 25 One Grade Level Below: 16% / 251 EL: 4% / 7 SWD: 8% / 19 SED: 12% / 58 Latino/Hispanic: 13% / 120 White: 17% / 113 Two or more: 14% / 17 Two Grade Levels Below: 12% / 188 EL: 5% / 9 SWD: 5% / 12 SED: 10% / 48 Latino/Hispanic: 11% / 102 White: 11% / 73 Two or more: 21% / 25			One Grade Level Below: 0% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% Overall and including all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Three or More Grade Levels Below: 49% / 770 EL: 82% / 141 SWD: 78% / 186 SED: 63% / 303 Latino/Hispanic: 62% / 387 White: 46% / 306 Two or more: 36% / 42				

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) executed a comprehensive set of actions aligned with its LCAP Goal 1 to advance student readiness for postsecondary success through inclusive, high-quality instruction. The district prioritized initiatives designed to support historically underserved student groups—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—by maintaining access to rigorous academic programs, professional learning opportunities for staff, and targeted instructional supports.

While most actions were implemented with fidelity, several substantive differences existed between the planned actions and their actual implementation. These variances were primarily driven by staffing patterns, scheduling preferences, unanticipated cost variances, and strategic adjustments to maximize programmatic impact.

Successes
MHUSD achieved several significant milestones under Goal 1:

- The TK-12 Comprehensive Literacy Plan was drafted, representing a districtwide commitment to coherent literacy instruction aligned with the needs of diverse learners.
- The district provided professional learning aligned to the California Mathematics Framework through its partnership with the Silicon Valley Mathematics Initiative (SVMI), which expanded mid-year to include a comprehensive review of mathematics teaching and learning across the system.
- Instructional materials and assessment systems (e.g., i-Ready, Literably, ESGI) were fully implemented across all relevant grade levels, enabling educators to provide differentiated instruction based on student data.

- The Dual Language Immersion (DLI) program was expanded, including implementation of a basic biliteracy curriculum at the first-grade level at P.A. Walsh and continued alignment efforts at DLI sites.
- Cross-site collaboration and instructional support contributed to progress on Universal/Tier I and Targeted/Tier II intervention implementation, supporting improved access and equity for targeted student groups.

These efforts collectively reflect MHUSD's continued emphasis on instructional coherence, professional growth, and equity-focused service delivery.

Implementation Challenges and Adjustments

Despite these achievements, implementation of some actions required mid-year adjustments due to unanticipated operational realities:

- Staffing and Participation: Participation in some district-led initiatives was lower than projected. For example, fewer teachers than anticipated were involved in developing the TK-12 Comprehensive Literacy Plan (Action 1.0.a), and attendance at New Teacher Orientation and after-school professional development sessions (1.0.p) was lower than expected. Additionally, the Technology TOSA position (1.0.j) remained unfilled for a portion of the year, temporarily limiting support for instructional technology integration.
- Scheduling and Logistics: To honor teachers' preference to remain in classrooms during the instructional day and minimize disruption to student learning, several collaborative efforts—such as literacy planning sessions—were rescheduled to take place after school hours (1.0.a). While this approach supported instructional continuity, it also resulted in lower participation rates and delayed the implementation timeline.
- Professional Development (PD) Modifications: The district adapted its PD model by grouping schools into cohorts, which reduced the number of sessions required and yielded cost savings (1.0.n). Additionally, professional learning facilitation was strategically shifted from external providers to internal staff in order to build long-term capacity (1.0.q).

Despite the noted implementation adjustments, MHUSD upheld the core tenets of Goal 1 by maintaining equitable access to curriculum, instruction, and student supports districtwide. Strategic flexibility enabled the district to respond to real-time challenges while continuing to serve its most vulnerable student populations effectively. Insights gained from this implementation cycle—particularly around staff engagement, program forecasting, and funding alignment—are being used to inform and refine actions and resource allocations in the 2025–26 plan.

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

1.0.a - Participation in developing the TK-12 Comprehensive Literacy Plan was lower than anticipated. The committee elected to convene after school hours rather than during the instructional day, thereby avoiding the need for substitute teacher coverage.
1.0.b - The Silicon Valley Mathematics Initiative (SVMI) was initially contracted to facilitate professional development aligned to the California Mathematics Framework. Subsequently, SVMI was additionally contracted to collect data on mathematics instruction and student learning and to prepare a comprehensive report.
1.0.d - P.A. Walsh expanded the implementation of the Dual Language Immersion Program and Basic Biliteracy curriculum to include first grade. Updated textbooks and instructional materials were adopted across multiple subject areas at the secondary level.

1.0.f - One contract was inadvertently counted twice due to its multi-year nature, and a staff member was multi-funded from an additional budget source, resulting in lower expenditures allocated to this action.
1.0.i - Some service contracts that were not included in the initial action. Additional costs include supplies and projected personnel expenditures through the end of the school year.
1.0.j - The Technology TOSA position remained vacant from October through December 2024.
1.0.k - The contract for inventorying textbooks and library materials was less than the projected amount.
1.0.m - The DataZone contract increased due to an enrollment adjustment as determined by the Santa Clara County Office of Education.
1.0.n - Professional development costs were lower than projected as schools were grouped into cohorts, reducing the number of sessions required.
1.0.o - The Santa Cruz/Silicon Valley New Teacher Project contract was not initially included in budget projections. An additional mentor was also added to support many new teachers.
1.0.p - Fewer teachers than expected participated in New Teacher Orientation. Additionally, after-school professional development sessions experienced low attendance, resulting in a reduction of offerings.
1.0.q - Funds were used to contract a vendor to build internal staff capacity and provide facilitation support rather than directly providing professional development to staff groups. This resulted in lower costs than planned.
1.0.r - Additional funds were required to implement the supplemental fifth-grade health curriculum, including costs for instructional materials, staff compensation for training, and parent information meetings.
1.0.s - Visual and Performing Arts (VAPA) purchases were charged to Proposition 28 funds rather than Local Control and Accountability Plan (LCAP) funds.
1.0.t - This action had no expenditures as the district focused on aligning SST systems currently outlined under Goal 3.0.f. These efforts will be transitioned to the MTSS action item in the 2025–26 LCAP to reflect integrated, multi-tiered support structures better.

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

1.0.a - The district effectively developed a draft of the TK-12 Comprehensive Literacy Plan, which is now ready for input from educational partners.
1.0.b - The district effectively provided professional development on the adopted CA Mathematics Framework for interested teachers in grades TK-12.
1.0.c - The district effectively began the development of a TK-12 Dual Language Immersion (DLI) program framework and provided language-appropriate professional development to staff at the two elementary DLI schools.
1.0.d - The district effectively provided instructional materials to all students.
1.0.e - The district effectively provided assessments to all students in TK-12 to gather data for differentiating instruction and meeting students' needs.
1.0.f - The district effectively implemented the Independent Study program for 10 elementary and 30 secondary students.
1.0.g- The district effectively implemented staffing for Migrant Education.
1.0.h - The district effectively collaborated with the school sites to implement district-wide academic initiatives as measured by K-12 i-Ready Reading and Mathematics Diagnostics data.
1.0.i - The district effectively implemented the Expanding Learning Opportunities program, which included before- and after-school programs, intersession programs, and summer school programs.

1.0.j - The district effectively implemented a Technology TOSA who provides technical support and professional development to classroom teachers and administrators.
1.0.k - The district effectively implemented an inventory control system for textbooks and Chromebooks at the school sites.
1.0.l - The district effectively implemented digital security for students and staff.
1.0.m - The district effectively provided data monitoring tools for use by staff and the Santa Clara County Office of Education.
1.0.n - The district effectively provided professional development on curriculum and assessment materials.
1.0.o - The district effectively provided induction support and mentors for first and second-year teachers.
1.0.p - The district effectively provided new teacher orientation for 43 new teachers and ongoing professional development for all teachers across the district.
1.0.q - The district effectively monitored the implementation and effectiveness of district programs, including professional development and classified staffing initiatives aimed at equity.
1.0.r - The district effectively implemented professional development, release time, stipends, materials, program licensing, and extra hours related to the supplemental instructional program.
1.0.s - The district did not effectively implement this action due to the availability of additional funding to support VAPA needs.
1.0.t - The district did not effectively implement this action; however, progress was made towards Goal 1.0 under action 3.0.f.
1.0.u - The district effectively utilized a portion of existing staff time to analyze student data, supporting district and school educational partners in making data-driven decisions, personalizing learning, identifying at-risk students early, enhancing curriculum, allocating resources efficiently, and driving continuous improvement to improve outcomes.

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

Action Changes:
1.0.f - This action item will be removed from the 2025 LCAP because MHUSD will no longer offer independent study.
1.0.l - The funding source on this item has been changed from LCFF Supplemental to LCFF Base Funding.
1.0.n - This action item will be removed from the 2025 LCAP because it will be moved under Action 1.0.p (Professional Development).
1.0.t - This action item will now include the contract for systematic tracking of SSTs previously included under action 3.0.f. It will also include district-wide professional development for Student Study Teams.
1.0.v - New action item related to the Learning Recovery Emergency Block Grant. This will be monitored via metrics 1.0.e and 1.0.f.

Metric Changes:
1.0.g. - The metric was discontinued due to programmatic changes at the high school.
1.0.j and 1.0.k - Both metrics were added due to programmatic changes in the high school assessment and diagnostic platform.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.0.a	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of the TK-12 Comprehensive Literacy Plan to build capacity and improve student learning and achievement for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$38,011.55	Yes
1.0.b	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of TK-12 Math Alignment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$117,499.36	Yes
1.0.c	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for	Professional development, release time, stipends, extra hours, and materials related to the development and implementation of the TK-12 DLI Program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g. CABE professional development, etc.). (LCFF Supplemental)	$165,504.02	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).			
1.0.d	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students with Disabilities (Differentiated Assistance - Academics).	Maintenance of instructional materials, supplies, and program licenses for the base instructional program (Restricted Lottery)	$400,000.00	No
1.0.e	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Maintenance of materials, supplies, and program licenses for the districtwide assessment program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., iReady, Literably, ESGI, DRDP, Pear Assessment, etc.). (Restricted Lottery and LCFF Supplemental)	$267,497.33	Yes
1.0.f	Action Discontinued 2025-26. Independent Study Program - Provide access to	This action is discontinued for the 2025-26 school year. Contracts, programs, licensing, and extra hours related to implementing the Independent Study Program to support students who need an alternate instructional pathway to improve outcomes for English Learners, Foster	$0.00	

Action #	Title	Description	Total Funds	Contributing
	independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Youth, and Socioeconomically Disadvantaged students (e.g., Edmentum, Cyber High, etc.). (LCFF Supplemental). 310,715		
1.0.g	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	Program supports, services, and staffing to meet the needs of students identified as migrant (2.0 FTE). (Migrant Funding)	$275,580.00	No
1.0.h	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups through teacher stipends, extra hours, and release time for collaboration; additional staffing for small group instruction; providing additional resources and support to strengthen Universal/Tier I and Targeted/Tier II instruction; and supplemental instructional materials to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$1,032,596.68	Yes
1.0.i	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners,	Expanded programming to meet the needs of unduplicated students, including, but not limited summer school programming and intersession programming, focusing on students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)	$360,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Foster Youth, and Socioeconomically Disadvantaged students.			
1.0.j	Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Technology Teacher on Special Assignment to support district technology and innovation, provide instructional coaching, and lead district-level professional development to improve access and digital equity for English Learners, Foster Youth, and Socioeconomically Disadvantaged students access to resources and programs. (Technology Funding)	$160,068.51	No
1.0.k	Inventory Control - Ensure maintenance of and equitable access to instructional resources at all school sites for all students and staff.	Licenses and materials for library and instructional materials Inventory Control Program at the district office and all sites (e.g., Destiny/Follett Library System, Barcodes for non-consumables, etc.). (Restricted Lottery)	$29,402.00	No
1.0.l	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically	School digital device security software enables safe and monitored student digital equipment use at all sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Go Guardian, Lightspeed, etc.). (LCFF Base and LCFF Supplemental)	$128,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students.			
1.0.m	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Data monitoring tools to provide student academic and performance data school and district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., DataZone, etc.). (LCFF Supplemental)	$40,064.00	Yes
1.0.n	Action Discontinued 2025-26. Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	This action is discontinued for the 2025-26 school year. It has been consolidated with 1.0.p. Professional development, release time, extra hours, and materials related to district curriculum and assessment tools to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., iReady, SBAC, instructional coaching, etc.). (LCFF Supplemental).	$0.00	

Action #	Title	Description	Total Funds	Contributing
1.0.o	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Access to a California Commission on Teacher Credentialing-accredited Induction program for new teachers, including two Induction Mentors and related materials to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Santa Cruz/Silicon Valley New Teacher Project). (LCFF Base and Supplemental).	$50,415.05	Yes
1.0.p	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Professional development, release time, stipends, materials, and extra hours related to ongoing district-level professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., New Teacher Orientation, professional development with district TOSAs, etc.). (LCFF Supplemental)	$129,531.53	Yes
1.0.q	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically	Monitor the implementation and effectiveness of district programs, including professional development and classified staffing for equity initiatives to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students (2.0 FTE). (LCFF Supplemental)	$129,433.43	Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students. (Differentiated Assistance - Academics)			
1.0.r	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Professional development, release time, stipends, materials, program licensing, and extra hours related to the supplemental instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Snap & Read, Gizmos, Positive Prevention Plus, etc.). (Restricted Lottery and LCFF Supplemental)	$27,477.63	Yes
1.0.s	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Curriculum, professional development, books, supplies, and release time for implementing the MHUSD VAPA Plan. Professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.0.t	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Professional development, release time, stipends, materials, and extra hours related to develop and refine the districtwide Multi-Tiered Systems of Support Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$67,533.10	Yes
1.0.u	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Utilize a portion of existing staff time, equivalent to hiring 8 employees based on the district's current salary schedule, to analyze student data to support district and school educational partners to make data-driven decisions, personalize learning, identify at-risk students early, enhance curriculum, allocate resources efficiently, and drive continuous improvement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	$0.00	Yes
1.0.v	Administrative Support focused on Implementing Differentiated Interventions	Assistant Principal positions for our two TK-8 schools and one TK-5 school with significant diverse needs. Assistant Principals will provide essential on-site leadership to manage the unique developmental and academic needs of students spanning from transitional kindergarten through eighth grade ensuring the administrative infrastructure to implement differentiated interventions, foster positive student behaviors, and address the multifaceted needs of our diverse student population (LREBG Funded). Metrics: 1.0. e and 1.0.f	$610,238.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: $610,238.00 for FY 2025-26, this amount excludes Indirect Cost.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 3-5 (SBAC Test Results at a Glance)	2022-23 ELA - met/exceeded standards Third Grade Overall: 36.77% EL: 10.17% Ever-EL: 15.03% SWD: 8.20% HY: 10.87% SED: 18.33% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 2.7% Latino/Hispanic: 22.78% White: 53.73% Two or more: 56.14% Fourth Grade Overall: 40.71%	2023-24 ELA - met/exceeded standards Third Grade Overall: 39.51% EL: 9.18% Ever-EL: 15.04% SWD: 16.88% HY: 9.09% SED: 23.99% SWD/EL: 4% SWD/FY: N/A SWD/SED: 0% Latino/Hispanic: 23.67% White: 54.79% Two or more: 56.34% Fourth Grade		2025-26 ELA 3: 45% 4: 50% 5: 60% Math 3: 50% 4: 50% 5: 40% Including all student groups and dually identified students Latino/Hispanic: 45% White: 70% Two or more: 70%	2023-24 ELA Third Grade Overall: +2.74% EL: -0.99 Ever-EL: +0.01 SWD: +8.68% HY: -1.78% SED: +5.66% SWD/EL: +4% SWD/FY: N/A SWD/SED: -2.7% Latino/Hispanic: +0.89% White: +1.06% Two or more: +0.2% Fourth Grade Overall: +1.22% EL: -6.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 18.10% Ever-EL: 27.39% SWD: 17.57% HY: 21.42% SED: 25.00% SWD/EL: 4.5% SWD/FY: No data available* SWD/SED: 0% Latino/Hispanic: 25.52% White: 61.32% Two or more: 51.02% Fifth Grade Overall: 47.74% EL: 13.40% Ever-EL: 34.62% SWD: 16.88% HY: 30.00% SED: 29.96% SWD/EL: 13.3% SWD/FY: No data available* SWD/SED: 8% Latino/Hispanic: 37.16% White: 60.69% Two or more: 60% Math - met/exceeded standards Third Grade Overall: 40.29% EL: 13.38% Ever-EL: 20.26% SWD: 8.20%	Overall: 41.93% EL: 11.97% Ever-EL: 20.98% SWD: 6.95% HY: No data available* SED: 28.52% SWD/EL: 0% SWD/FY: N/A SWD/SED: 9% Latino/Hispanic: 25.68% White: 62.88% Two or more: 62.29% Fifth Grade Overall: 47.11% EL: 6.02% Ever-EL: 26.17% SWD: 7.35% HY: 20.00% SED: 33.46% SWD/EL: 0% SWD/FY: 0% SWD/SED: 0% Latino/Hispanic: 31.28% White: 70.45% Two or more: 65.11% Math - met/exceeded standards Third Grade Overall: 44.57%			Ever-EL: -6.41% SWD: -10.62% HY: N/A SED: +3.52% SWD/EL: -4.5% SWD/FY: N/A SWD/SED: +9% Latino/Hispanic: +0.16% White: +1.56% Two or more: +11.27% Fifth Grade Overall: -0.63% EL: -7.38% Ever-EL: -8.45% SWD: -9.53% HY: -10% SED: +3.5% SWD/EL: -13.3% SWD/FY: N/A SWD/SED: -8% Latino/Hispanic: -5.88% White: +9.76% Two or more: +5.11% Math - met/exceeded standards Third Grade Overall: +4.28% EL: +6.08% Ever-EL: +3.62 SWD: +7.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: 17.02% SED: 21.20% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 5% Latino/Hispanic: 24.83% White: 56.39% Two or more: 66.66% Fourth Grade Overall: 41.20% EL: 16.07% Ever-EL: 25.17% SWD: 17.57% HY: 17.14% SED: 21.93% SWD/EL: 0% SWD/FY: No data available* SWD/SED: 0% Latino/Hispanic: 25.43% White: 64.97% Two or more: 57.14% Fifth Grade Overall: 31.43% EL: 7.90% Ever-EL: 19.33% SWD: 14.28% HY: 11.43% SED: 14.98% SWD/EL: 7% SWD/FY: No data available*	EL: 19.46% Ever-EL: 23.88% SWD: 15.79% HY: 18.18% SED: 28.79% SWD/EL: 8% SWD/FY: N/A SWD/SED: 0% Latino/Hispanic: 26.85% White: 64.14% Two or more: 60.56% Fourth Grade Overall: 41.59% EL: 12.00% Ever-EL: 22.42% SWD: 8.34% HY: No data available* SED: 30.00% SWD/EL: 4% SWD/FY: N/A SWD/SED: 9% Latino/Hispanic: 25.75% White: 59.85% Two or more: 63.94% Fifth Grade Overall: 34.54% EL: 3.61% Ever-EL: 17.42% SWD: 11.60% HY: 20.00%			HY: +1.16% SED: +7.59% SWD/EL: +8% SWD/FY: N/A SWD/SED: -5% Latino/Hispanic: +2.02% White: +7.75% Two or more: -6.1% Fourth Grade Overall: +0.39% EL: -4.07% Ever-EL: -2,75% SWD: -9.23% HY: N/A SED: +8.07% SWD/EL: +4% SWD/FY: N/A SWD/SED: +9% Latino/Hispanic: +0.32% White: -5.12% Two or more: +6.8% Fifth Grade Overall: +3.11% EL: -4.29% Ever-EL: -1.91% SWD: -2.68% HY: +8.57% SED: +6.68% SWD/EL: -7% SWD/FY: N/A SWD/SED: -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD/SED: 2.6% Latino/Hispanic: 19.39% White: 46.53% Two or more: 33.33% *In order to protect student privacy, data is suppressed by the CDE because fewer than 11 students tested (adjustments made due to baseline data reporting/transfer error)	SED: 21.66% SWD/EL: 0% SWD/FY: 0% SWD/SED: 0% Latino/Hispanic: 18.46% White: 56.82% Two or more: 48.83% *In order to protect student privacy, data is suppressed by the CDE because fewer than 11			Latino/Hispanic: -0.93% White: +10.29% Two or more: +15.5%
1.1.b	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 5 (SBAC Test Results at a Glance)	2022-23 CAST: met/exceeded standards 5: 31.20% EL: 3.53% Ever-EL: 18.89% SWD: 7.89% HY: 15.94% SED: 15.91%	2023-24 CAST: met/exceeded standards 5: 31.18% EL: 1.05% Ever-EL: 12.26% SWD: 7.35% HY: 13.33% SED: 18.05%		2025-26 5: 45% Including all student groups	2023-24 CAST: 5: -0.02% EL: -2.48% SWD: -0.54% HY: -2.61% SED: +2.14%
1.1.c	Pupil Achievement: California Spanish Assessment (CSA): Grades 3-5 (SBAC Test Results at a Glance)	2022-23 4th Grade: 443.5 Mean Scale Score	2023-24 4th Grade: 444.8 Mean Scale Score		2025-26 4th Grade: 460 Mean Scale Score	2023-24 4th Grade: +1.3 scale score
1.1.d	Pupil Achievement:	2023-24	2024-25		2026-27	2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Reading Assessment: Grades K-5 Grade Level or Above (iReady Assessment)	Diagnostic #3 Results Reading Kindergarten Overall: 76% / 374 students EL: 53% / 48 SWD: 54% / 26 SED: 68% / 115 Latino/Hispanic: 64% White: 76% Two or more: 91% First Grade Overall: 54% / 289 students EL: 23% / 26 SWD: 32% / 18 SED: 38% / 72 Latino/Hispanic: 42% White: 52% Two or more: 68% Second Grade Overall: 54% / 274 students EL: 16% / 18 SWD: 25% / 25 SED: 36% / 67 Latino/Hispanic: 40% White: 61% Two or more: 72% Third Grade Overall: 57% / 321 students EL: 30% / 35	Diagnostic #3 Results Reading Kindergarten Overall: 66% / 300 students EL: 46% / 51 SWD: 51% / 18 SED: 48% / 64 Latino/Hispanic: 56% White: 67% Two or more: 75% First Grade Overall: 54% / 292 students EL: 24% / 25 SWD: 20% / 11 SED: 39% / 58 Latino/Hispanic: 38% White: 54% Two or more: 73% Second Grade Overall: 62% / 323 students EL: 35% / 39 SWD: 32% / 16 SED: 48% / 88 Latino/Hispanic: 51% White: 63% Two or more: 75% Third Grade		Diagnostic #3 Results Reading The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 10% annually and (2) student groups will increase by 20% annually. Kindergarten Overall: 96% EL: 100% SWD: 100% SED: 100% First Grade Overall: 86% EL: 83% SWD: 92% SED: 98% Second Grade Overall: 84% EL: 76% SWD: 85% SED: 96% Third Grade Overall: 87% EL: 90% SWD: 85%	Diagnostic #3 Results Reading Kindergarten Overall: -10% EL: -7% SWD: -3% SED: -20% Latino/Hispanic: -8% White: -9% Two or more: -16% First Grade Overall: 0% EL: +1% SWD: -12% SED: +1% Latino/Hispanic: -4% White: +2% Two or more: +5% Second Grade Overall: +8% EL: +19% SWD: +7% SED: +12% Latino/Hispanic: +11% White: +2% Two or more: +3% Third Grade Overall: +1% EL: -10% SWD: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 25% / 25 SED: 38% / 72 Latino/Hispanic: 41% White: 58% Two or more: 68% Fourth Grade Overall: 47% / 259 students EL: 13% / 17 SWD: 20% / 19 SED: 30% / 66 Latino/Hispanic: 31% White: 49% Two or more: 73% Fifth Grade Overall: 40% / 204 students EL: 5% / 5 SWD: 18% / 17 SED: 23% / 42 Latino/Hispanic: 24% White: 48% Two or more: 51% Grades K-5 Dually Identified Students: SWD/EL: 8% SWD/FY: No data available SWD/SED: 11%	Overall: 58% / 284 students EL: 20% / 20 SWD: 16% / 12 SED: 40% / 67 Latino/Hispanic: 44% White: 53% Two or more: 74% Fourth Grade Overall: 48% / 250 students EL: 11% / 12 SWD: 15% / 12 SED: 16% / 43 Latino/Hispanic: 33% White: 50% Two or more: 63% Fifth Grade Overall: 45% / 240 students EL: 7% / 7 SWD: 7% / 5 SED: 27% / 49 Latino/Hispanic: 30% White: 51% Two or more: 64% Grades K-5 Dually Identified Students: SWD/EL: 6% SWD/FY: 0%		SED: 98% Fourth Grade Overall: 77% EL: 73% SWD: 80% SED: 90% Fifth Grade Overall: 70% EL: 65% SWD: 78% SED: 83% Grades K-5 Dually Identified Students: SWD/EL: 68% SWD/FY: No data available SWD/SED: 71% Latino/Hispanic: 65% White: 80% Two or more: 80%	SED: +2% Latino/Hispanic: +3% White: -5% Two or more: +6% Fourth Grade Overall: +1% EL: -2% SWD: -5% SED: -14% Latino/Hispanic: +2% White: +1% Two or more: -10% Fifth Grade Overall: +5% EL: +2% SWD: -11% SED: +4% Latino/Hispanic: +6% White: +3% Two or more: +13% Grades K-5 Dually Identified Students: SWD/EL: -2% SWD/FY: N/A SWD/SED: +1%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 21% / 26 SWD: 18% / 17 SED: 31% / 68 Fifth Grade Overall: 46% / 236 students EL: 13% / 13 SWD: 25% / 23 SED: 30% / 56 Grades K-5 Dually Identified Students: SWD/EL: 9% SWD/FY: No data available SWD/SED: 10%	EL: 20% / 22 SWD: 13% / 10 SED: 29% / 50 Fifth Grade Overall: 44% / 235 students EL: 11% / 12 SWD: 5% / 4 SED: 26% / 48 Grades K-5 Dually Identified Students: SWD/EL: 6% SWD/FY: 0% SWD/SED: 10%		Overall: 75% EL: 87% SWD: 74% SED: 87% Fourth Grade Overall: 78% EL: 81% SWD: 78% SED: 91% Fifth Grade Overall: 76% EL: 73% SWD: 85% SED: 90% Grades K-5 Dually Identified Students: SWD/EL: 50% SWD/FY: No data available SWD/SED: 50%	Overall: -2% EL: -2% SWD: -20% SED: -4% Grades K-5 Dually Identified Students: SWD/EL: -3% SWD/FY: N/A SWD/SED: 0%

Goal Analysis [2024-25]

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

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

Morgan Hill Unified School District (MHUSD) implemented a comprehensive set of actions under Focus Goal 1.1 to improve literacy and math proficiency for all elementary students, with a focus on historically underserved groups, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. The district prioritized a multi-tiered system of supports (MTSS), integrated early literacy initiatives, math coherence work, and expanded professional development across content areas. Implementation efforts were designed to reflect a data-driven approach to closing opportunity gaps and increasing equitable access to high-

quality instruction and interventions.

Successes

MHUSD successfully implemented the following:

- Early Literacy Professional Development: The district adopted a standardized supplemental phonics curriculum in grades K-2, supported by training led by the Elementary Literacy TOSA. Teachers reported improved student understanding of phonics, as shown in i-Ready Reading diagnostic data.
- Reading Intervention Program: Each elementary site staffed a Reading Intervention Teacher, supporting 498 students, 174 successfully exited intervention services.
- Bilingual and MTSS Paraprofessionals: These roles supported targeted and intensive reading/math instruction, particularly benefiting English Learners and students needing Tier II/III support.

Math Professional Learning: MHUSD participated in the Pre-K to 3 Coherence Collaboration, which enhanced instructional practices and alignment in math.
Reading Incentive Program: Four schools and 105 students participated in the Battle of the Books initiative, which supports literacy engagement.

- Expanded Internal Capacity: The Elementary Literacy TOSA provided ongoing training and coaching, reducing dependency on outside contracts for foundational skills instruction.
- UPK Planning: A UPK/UTK planning committee was established to guide implementation of developmentally appropriate transitional kindergarten programming and identify instructional materials and assessments.

Implementation Challenges and Adjustments

MHUSD encountered several implementation challenges that required adjustments:

- Budget Reallocation: The Heggerty contract exceeded $200,000 but was strategically divided into three installments. UDL training costs were initially projected under one goal (1.5) but will be aligned with Goal 1.0 under MTSS moving forward.
- Staffing Variance: The number of MTSS paraprofessionals hired fell short of the planned eight due to delayed start dates and one unfilled position, resulting in expenditures below budget.
- Contract Projections: Continued contracts for reading intervention materials and services (e.g., IMSE, Ventris) were not included in the initial budget, leading to overages.
- Partial Implementation: Some UPK actions (e.g., assessments and instructional materials) were not fully implemented, as the UPK committee is still determining needs. These funds are expected to be fully expended by the end of 2025–26.
- Limited Participation: Fewer schools participated in some initiatives (e.g., Battle of the Books) than anticipated, though all schools are expected to participate in 2025–26.

Overall, MHUSD made meaningful progress toward improving elementary literacy and math proficiency, particularly for student groups historically facing systemic barriers. The district built internal capacity, expanded professional development, and implemented robust intervention systems aligned with MTSS. Adjustments were made in response to staffing challenges, budget realities, and phased implementation timelines, especially in UPK planning. Looking ahead, MHUSD is positioned to scale successful practices, fully align funding

with goals, and deepen its commitment to equity and academic achievement.

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

1.1.a - To manage costs, the Heggerty contract was split into three installments, and ongoing training was delivered internally by the Elementary Literacy TOSA. Projected UDL training expenses were charged to Focus Goal 1.5, with future UDL-related expenses to be aligned with Goal 1.0 under MTSS.
1.1.d - The variance is due to more than one paraprofessional starting later than expected and one position (0.75 FTE) remaining unfilled.
1.1.e - The action is over budget due to continued contracts not included in the original budget projections.
1.1.f - Fewer schools participated than anticipated. All elementary schools will participate in the 2025-26 school year.
1.1.i - The account is not yet fully expensed. UPK funds are expected to be fully utilized by the end of the 2025–26 school year, and the UPK committee is currently determining how best to allocate the remaining funds.
1.1.j - The account is not yet fully expensed. UPK funds are expected to be fully utilized by the end of the 2025–26 school year, and the UPK committee is currently determining how best to allocate the remaining funds.
1.1.k - Actual costs were $0. The assessment had not yet been implemented.
1.1.l - The account is not yet fully expensed. UPK funds are expected to be fully utilized by the end of the 2025–26 school year, and the UPK committee is currently determining how best to allocate the remaining funds.

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

1.1.a - MHUSD implemented a district-wide standardized supplemental phonics curriculum for grades K-2, including group and individual training for teachers provided by the Elementary Literacy TOSA. Teachers report that K-2 students understand and internalize phonics skills more effectively than in previous years, as reflected in the K-2 i-Ready Reading Diagnostic data.
1.1.b - MHUSD effectively implemented an Elementary Reading Intervention Program provided by one Reading Intervention Teacher at each elementary school site. These teachers provided targeted reading intervention support to 498 students and exited 174 over the 2024-25 school year.
1.1.c - The bilingual paraprofessionals effectively support students identified as English Learners in accessing the core curriculum as measured by the i-Ready Reading Diagnostic data.
1.1.d - MHUSD effectively implemented an Elementary Reading Intervention Program provided by one MTSS Paraprofessional under the supervision of the Reading Intervention Teacher at each elementary school site. These teachers provided targeted reading intervention support to 498 students and exited 174 over the 2024-25 school year.
1.1.e - MHUSD effectively implemented an Elementary Reading Intervention Program provided by Reading Intervention Staff, utilizing specialized curriculum and training, including Orton-Gillingham strategies.
1.1.f - MHUSD effectively implemented the reading incentives program in the form of Battle of the Books. Four schools and 105 students participated.

1.1.g - MHUSD effectively implemented TK-5 math professional learning through the participation of two sites in the Pre-K to 3 Coherence Collaboration (P3CC) in mathematics, as evidenced by the i-Ready Mathematics Diagnostic data.
1.1.h - MHUSD effectively implemented professional development and materials purchases for the Elementary Specials teachers, including content-specific training for elementary physical education and visual and performing arts.
1.1.i - MHUSD effectively implemented a UPK/UTK planning committee to begin working on a framework for a developmentally appropriate transitional kindergarten program.
1.1.j - MHUSD effectively implemented professional development for transitional kindergarten, including training on the updated Preschool/Transitional Kindergarten Learning Foundations (state standards for transitional kindergarten).
1.1.k - MHUSD has not yet implemented this action. The UPK/UTK planning committee in Action 1.1.l is identifying a developmentally appropriate assessment to pilot.
1.1.l - MHUSD has not yet implemented this action. The UPK/UTK planning committee in Action 1.1.l is identifying developmentally appropriate curriculum and materials.
1.1.m - MHUSD has effectively implemented an Elementary Literacy TOSA who provides professional development to Reading Intervention Teachers, MTSS Paraprofessionals, Classroom Teachers, and Administrators.
1.1.n - MHUSD has effectively implemented College and Career Media Technicians who provide access to library materials and maintain textbooks and Chromebooks at each elementary school site.

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.

Metric Changes
1.1.a - The metric saw several changes. The percentages for the EL student group were corrected in the baseline to reflect accurate data due to a transfer error. Additionally, the student for 'Ever-EL' was added to the baseline and Year 1 outcome data.
1.1.b - The data for the 'Ever-EL' student group was added to the baseline and Year 1 outcome data.

Action Changes
1.1.a - This action will expand to include Grade 3 reading.
1.1.g - This action will be expanded beyond the initial TK-3 Implementation Team at two school sites to include the full grade span (TK-5) at both participating sites and early adopters in Cohort #2 in grades TK-3 district-wide.
1.1.h - This action will also include renewing the Elementary PE curriculum for all school sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1.a	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	Curriculum materials, professional development, release time, and extra hours related to implementing early literacy initiatives in grades K-3 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Restricted Lottery & LCFF Supplemental)	$88,567.00	Yes
1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Provide one reading intervention teacher to each elementary/TK-8 school site to provide strategic reading intervention to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (8 FTE) (LCFF Supplemental)	$1,274,901.15	Yes

Action #	Title	Description	Total Funds	Contributing
1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Bilingual (Spanish) paraprofessional staff to support EL, FY, and SED students in reading and math intervention grades K-5 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (3 at 0.75 FTE each) (LCFF Supplemental)	$143,941.75	Yes
1.1.d	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math	Paraprofessional staff to support students in reading intervention grades K-5 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (8 at 0.75 FTE) (LCFF Supplemental)	$362,742.01	Yes

Action #	Title	Description	Total Funds	Contributing
	instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).			
1.1.e	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically	Professional development, release time, cost of materials, and extra hours related to the development and enhancement of the reading intervention program to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$26,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).			
1.1.f	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Professional development, release time, extra hours, and materials related to the development and maintenance of a district-wide voluntary, supplemental reading incentive program to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (e.g., Battle of the Books). (LCFF Supplemental)	$1,060.00	Yes
1.1.g	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners,	Professional development, release time, extra hours, membership fees, and travel expenses for enhancing mathematics instruction in grades TK-5 to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (e.g., Silicon Valley Mathematics Initiative, P-3 Math Collaborative with Education Partners, etc.). (LCFF Supplemental)	$112,256.71	Yes

Action #	Title	Description	Total Funds	Contributing
	Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)			
1.1.h	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	Professional development, extra hours, curriculum, and materials for maintaining the Elementary Specials (Visual and Performing Arts (VAPA) and Physical Education) programs to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$16,000.00	Yes
1.1.i	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the	Professional development, release time, and extra hours related to the development and implementation of a Universal Prekindergarten/Preschool through Third Grade alignment plan. (UPK Grant)	$6,860.34	No

Action #	Title	Description	Total Funds	Contributing
	progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.			
1.1.j	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	Professional development, release time, and extra hours related to meeting the needs of students in Universal Prekindergarten/Universal Transitional Kindergarten (e.g., California Preschool Instructional Network (CPIN), Desired Results Developmental Profile (DRDP), Teaching Pyramid, Inclusion Collaborative, etc.). (UPK Grant)	$51,650.00	No
1.1.k	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	Maintenance of materials, supplies, and program licenses for the base assessment program (e.g., Learning Genie/DRDP platform, ASQ3 TK & Kinder, etc.). (UPK Grant)	$51,585.00	No
1.1.l	UPK/UTK Instructional Materials - Development and implementation of a	Maintenance of instructional materials, supplies, and program licenses for the base UPK/UTK instructional program. (UPK Grant)	$51,027.00	No

Action #	Title	Description	Total Funds	Contributing
	comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.			
1.1.m	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Elementary Literacy Teacher on Special Assignment to support literacy instruction, provide instructional coaching, and lead district-level professional development to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged. (LCFF Supplemental)	$166,068.51	Yes
1.1.n	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Provide one College Career Media Technician to each elementary/TK-8 site support students with access to supplemental literacy materials in grades TK-8 to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged (8 at 0.65 FTE). (LCFF Supplemental)	$310,845.73	Yes

Action #	Title	Description	Total Funds	Contributing
	students (CA School Dashboard - Academics)			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2.a	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 6-8 (CA School Dashboard)	2022-23 ELA - met/exceeded standards Sixth Grade Overall: 34.25% EL: 3.49% Ever-EL: 19.05% SWD: 4.55% HY: 8.00% SED: 14.67% Latino/Hispanic: 23.91% Seventh Grade Overall: 40.83% EL: 4.30% Ever-EL: 25.82% SWD: 7.25% HY: 17.65% SED: 22.09% Latino/Hispanic: 26.21%	2023-24 ELA - met/exceeded standards Sixth Grade Overall: 43.28% EL: 7.78% Ever-EL: 28.34% SWD: 11.27% HY: Data not available* SED: 32.85% Latino/Hispanic: 32.50% Seventh Grade Overall: 42.01% EL: 1.22% Ever-EL: 25.27% SWD: 7.69% HY: Data not available*		2025-26 ELA 6: 50% 7: 55% 8: 55% Math 6: 50% 7: 50% 8: 50% Including all student groups	2023-24 ELA - met/exceeded standards Sixth Grade Overall: +9.03% EL: +4.02% Ever-EL: +9.29% SWD: +6.72% HY: Data not available* SED: +18.18% Latino/Hispanic: +8.59% Seventh Grade Overall: +1.18% EL: -23.08% Ever-EL: -0.55% SWD: +0.44% HY: Data not available*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eighth Grade Overall: 39.30% EL: 3.75% Ever-EL: 26.37% SWD: 5.33% HY: 14.00% SED: 25.19% Latino/Hispanic: 24% Math - met/exceeded standards Sixth Grade Overall: 25.40% EL: 2.27% Ever-EL: 16.87% SWD: 4.76% HY: 5.88% SED: 10.72% Latino/Hispanic: 15.59% Seventh Grade Overall: 29.16% EL: 5.05% Ever-EL: 18.48% SWD: 4.48% HY: 15.69% SED: 13.83% Latino/Hispanic: 17.52% Eighth Grade Overall: 27.92% EL: 1.16% Ever-EL: 18.69% SWD: 0.00%	SED: 24.89% Latino/Hispanic: 31.21% Eighth Grade Overall: 47.54% EL: 3.03% Ever-EL: 36.45% SWD: 4.69% HY: Data not available* SED: 31.48% Latino/Hispanic: 35.71% Math - met/exceeded standards Sixth Grade Overall: 29.32% EL: 5.38% Ever-EL: 17.87% SWD: 8.45% HY: Data not available* SED: 18.55% Latino/Hispanic: 17.19% Seventh Grade Overall: 33.46% EL: 2.20% Ever-EL: 22.70% SWD: 6.16% HY: Data not available* SED: 17.77%			SED: +2.8% Latino/Hispanic: +5% Eighth Grade Overall: +8.24% EL: -0.72% Ever-EL: +10.08% SWD: -0.64% HY: Data not available* SED: +6.29% Latino/Hispanic: +11.71% Math - met/exceeded standards Sixth Grade Overall: +3.92% EL: +3.11% Ever-EL: +1% SWD: +3.69% HY: Data not available* SED: +7.83% Latino/Hispanic: +1.6% Seventh Grade Overall: +4.3% EL: -2.85% Ever-EL: +4.22% SWD: +1.68% HY: Data not available* SED: +3.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: 3.92% SED: 15.53% Latino/Hispanic: 15.13% (adjustments made due to baseline data reporting/transfer error)	Latino/Hispanic: 24.21% Eighth Grade Overall: 27.50% EL: 2.86% Ever-EL: 18.62% SWD: 3.13% HY: Data not available* SED: 17.13% Latino/Hispanic: 15.17% *In order to protect student privacy, data is suppressed because fewer than 11 students			Latino/Hispanic: +6.69% Eighth Grade Overall: -0.42% EL: +1.7% Ever-EL: +0.07% SWD: +3.13% HY: Data not available* SED: +1.6% Latino/Hispanic: +0.04% *In order to protect student privacy, data is suppressed because fewer than 11 students
1.2.b	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 8 (CA School Dashboard)	2022-23 CAST: met/exceeded standards 8th Grade Overall: 30.57% EL: 0% Ever-EL: 21.61% SWD: 5.4% HY: 8% SED: 16.67%	2023-24 CAST: met/exceeded standards 8th Grade Overall: 28.83% EL: 1.45% Ever-EL: 14.78% SWD: 4.76% HY: Data not available* SED: 14.40% *In order to protect student privacy, data is suppressed		2025-26 8: 50% Including all student groups	2023-24 CAST: met/exceeded standards 8th Grade Overall: -1.74% EL: +1.45% SWD: -0.64% HY: N/A SED: -2.27% *In order to protect student privacy, data is suppressed because fewer than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			because fewer than 11 students			
1.2.c	Pupil Achievement: California Spanish Assessment (CSA): Grades 6-8 (CA School Dashboard)	2022-23 7th Grade:739.3 Mean Scale Score	2023-24 7th Grade: 738.5 Mean Scale Score		2025-26 7th Grade: 760 Mean Scale Score	2023-24 7th Grade: -0.8 Mean Scale Score
1.2.d	Student Outcomes: Integrated Math I Preparedness: Grade 8 Students Prepared for Integrated Math I in High School (iReady Assessment)	2023-24 IM1 Preparedness 8th: 33% (166 students)	2024-25 IM1 Preparedness 8th: 47% (236 students)		2026-27 IM1 Preparedness will increase by 10% annually. 8: 60%	2024-25 +14%
1.2.e	Pupil Achievement: iReady Reading Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Reading Sixth Grade Overall: 42% / 193 students EL: 7% / 5 SWD: 16% / 11 SED: 25% / 39 Latino/Hispanic: 30% Seventh Grade Overall: 33% / 115 students EL: 4% / 3 SWD: 20% / 12 SED: 16% / 16 Latino/Hispanic: 26%	2024-25 Diagnostic #3 Results Reading Sixth Grade Overall: 42% / 208 students EL: 10% / 8 SWD: 15% / 9 SED: 25% / 42 Latino/Hispanic: 27% Seventh Grade Overall: 46% / 255 students EL: 15% / 11 SWD: 19% / 13 SED: 28% / 48		2026-27 Diagnostic #3 Results Reading The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 15% annually and	2024-25 Diagnostic #3 Results Reading Sixth Grade Overall: 0% EL: +3% SWD: -1% SED: 0% Latino/Hispanic: -3% Seventh Grade Overall: +13% EL: +11% SWD: -1% SED: +12% Latino/Hispanic: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eighth Grade Overall: 38% / 201 students EL: 5% / 3 SWD: 19% / 19 SED: 22% / 41 Latino/Hispanic: 25%	Latino/Hispanic: 37% Eighth Grade Overall: 46% / 228 students EL: 26% / 20 SWD: 22% / 14 SED: 31% / 51 Latino/Hispanic: 38%		(2) student groups will increase by 20% annually. Sixth Grade Overall: 87% EL: 67% SWD: 76% SED: 85% Latino/Hispanic: 75% Seventh Grade Overall: 78% EL: 64% SWD: 80% SED: 76% Latino/Hispanic: 71% Eighth Grade Overall: 83% EL: 65% SWD: 79% SED: 82% Latino/Hispanic: 70%	Eighth Grade Overall: +8% EL: +21% SWD: +3% SED: +9% Latino/Hispanic: +13%
1.2.f	Pupil Achievement: iReady Math Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)	2023-24 Diagnostic #3 Results Math Sixth Grade Overall: 40% / 217 students	2024-25 Diagnostic #3 Results Math Sixth Grade Overall: 41% / 203 students		2026-27 Diagnostic #3 Results Math The long-term goal is that 100% of students for all	2024-25 Diagnostic #3 Results Math Sixth Grade Overall: +1% EL: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 10% / 10 SWD: 20% / 17 SED: 25% / 47 Seventh Grade Overall: 31% / 155 students EL: 7% / 7 SWD: 13% / 11 SED: 16% / 26 Eighth Grade Overall: 33% / 166 students EL: 5% / 3 SWD: 17% / 17 SED: 20% / 36	EL: 5% / 4 SWD: 15% / 9 SED: 26% / 43 Seventh Grade Overall: 39% / 211 students EL: 4% / 3 SWD: 9% / 6 SED: 20% / 33 Eighth Grade Overall: 43% / 214 students EL: 17% / 14 SWD: 8% / 5 SED: 34% / 57		grade levels and student groups will perform at grade level or above. The two goals for Spring 2027 are (1) that the Overall rate of students at or above grade level will increase by 15% annually and (2) student groups will increase by 20% annually. Sixth Grade Overall: 85% EL: 67% SWD: 76% SED: 85% Seventh Grade Overall: 76% EL: 67% SWD: 73% SED: 76% Eighth Grade Overall: 78% EL: 65% SWD: 77% SED: 80%	SWD: -5% SED: +1% Seventh Grade Overall: +8% EL: -3% SWD: -4% SED: +4% Eighth Grade Overall: +10% EL: +12% SWD: -9% SED: +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2.g	Student Engagement: Middle School (6-8) Student Responses: % Agree/Strong Agree I go to class prepared I care about my school My school prepares students for high school success My school teachers students about the importance of middle school grades for a-g readiness My school offers challenging classes Instruction at school is rigorous and inclusive of diverse learners Instruction at school is engaging/fun and interesting (LCAP Student Survey)	Middle School (6-8) Student Engagement: Student Responses I go to class prepared: 79% I care about my school: 62% My school prepares students for high school success: 61% My school teachers students about the importance of middle school grades for a-g readiness: 56% My school offers challenging classes: 47% Instruction at school is rigorous and inclusive of diverse learners: 52% Instruction at school is engaging/fun and interesting: 34% Note: 668 students in grades 6-8 answered	Middle School (6-8) Student Engagement: Student Responses I go to class prepared: 82% I care about my school: 65% My school prepares students for high school success: 72% My school teachers students about the importance of middle school grades for a-g readiness: 68% My school offers challenging classes: 68% Instruction at school is rigorous and inclusive of diverse learners (...are challenging and help all students learn): 59%		Middle School (6-8) Student Engagement: Student Responses I go to class prepared: 90% I care about my school: 85% My school prepares students for high school success: 90% My school teachers students about the importance of middle school grades for a-g readiness: 90% My school offers challenging classes: 60% Instruction at school is rigorous and inclusive of diverse learners: 70%	Middle School (6-8) Student Engagement: Student Responses I go to class prepared: +3% I care about my school: +3% My school prepares students for high school success: +11% My school teachers students about the importance of middle school grades for a-g readiness: +12% My school offers challenging classes: +21% Instruction at school is rigorous and inclusive of diverse learners: +7% Instruction at school is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Note: n=668 student responses in grades 6-8 with1686 total students in those grades districtwide. A total of 2092 student responses for 23-24 (grades 5-12)	Instruction at school is engaging/fun and interesting: 50% Note: 567 students in grades 6-8 answered Note: n=567 student responses in grades 6-8 with 1621 total students in those grades districtwide. A total of 2750 student responses for 24-25 (grades 5-12)		Instruction at school is engaging/fun and interesting: 70%	engaging/fun and interesting: +16%

Goal Analysis [2024-25]

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

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

MHUSD is committed to fostering a supportive learning environment and a strong sense of community for all middle school students. This goal is driven by a demonstrated need to provide an equitable, rigorous, and culturally responsive curriculum. State and local data reveal significant disparities in academic achievement and access to opportunities among student groups, underscoring the urgency of this initiative.

Successes
This year saw the successful implementation of several actions: Math Teacher on Special Assignment, Middle School CAL-SOAP, 6th-grade Connection summer program, and provision of counselors. Success indicators include math scores which showed modest gains, with more substantial improvement among socioeconomically disadvantaged (SED) and Latinx/Hispanic students. ELA scores demonstrated strong growth overall, particularly for SED and Latinx/Hispanic students. The 6th-grade Connection program yielded significant positive shifts in student perceptions.

Implementation Challenges and Adjustments
The availability of substitutes, balanced with a priority to minimize pulling teachers from instructional time, continues to present challenges to increased professional development. Actions with professional development components, such as full implementation of AVID instructional strategies, underspent allocated release time resources. Instead, the staff worked to achieve some professional development after school or during PLT time (weekly collaboration) when possible.

College and Career Readiness activities remain a priority in the early stages of implementation, with access to the state-funded resources provided and advertised. CaliforniaColleges.edu is California's state-funded, comprehensive, digital platform with the tools students need to develop their college and career plans, available at no cost to students, educators, and parents/guardians in public school districts. Staff will be working on implementing the CCGI career exploration modules and student activities moving forward.

MHUSD aims to cultivate a supportive middle school environment with an equitable, rigorous, and culturally responsive curriculum to address disparities in achievement.

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

1.2.b - AVID contract and site stipends accounted for about 44% of the budgeted expenditures and were implemented as planned. The remaining funds to support certificated substitutes and timesheets were not expended.
1.2.d - Although expenditures for College and Career Readiness (CCR) Activities were limited, the district also undertook research and information gathering to facilitate early implementation and implemented access to the state-funded CCGI. The expenditures were less than planned.

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

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

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

Action Changes
1.2.i - New action: MHUSD is adding one MTSS Math Paraprofessional to each middle school to support student success by strengthening foundational mathematics skills through Targeted/Tier II Intervention in the classroom.

Metric Changes
1.2.a and 1.2.b - metrics saw several changes. The percentages for the student groups were corrected in the baseline year to reflect accurate data due to a transfer error. Additionally, the student for 'Ever-EL' was added to the baseline and Year 1 outcome data. The student group “Ever EL” was added to student achievement metrics to provide a better picture of how our English Learners are progressing. The EL group alone is misrepresentative as it changes with the constant removal of the highest-scoring students through the reclassification process. This will add data to the existing metrics and be more coherent with the target outcomes for our English Learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.2.a	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Math Teacher on Special Assignment to support mathematics instruction, provide instructional coaching, and lead district-level professional development to improve access to resources and programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$166,067.23	Yes
1.2.b	AVID - Provide middle school	AVID (Advance Via Individual Determination) elective course offering in the middle school (6th-8th) to support English Learners, Foster Youth,	$33,618.06	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Homeless Youth, and Socioeconomically Disadvantaged students. Includes professional development, release time, extra hours/stipends, curriculum, and materials. (LCFF Supplemental)		
1.2.c	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and	Academic mentoring, college and career counseling, and support for grades 6-8 for Efor English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)			
1.2.d	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	College and Career Readiness for grades 6-8 such as providing resources and programs to prepare students and parents for college and career pathways, including financial education, classes, workshops, transportation, academic counselor preparedness, etc. for students identified as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$20,000.00	Yes
1.2.e	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and	Summer 6th Grade Connection Program stipends and materials to support incoming 6th graders with an emphasis in supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (ELOP)	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	readiness for their new school environment. (Differentiated Assistance - Academics)			
1.2.f	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and social emotional growth. There is no cost for this action. (California Department of Education)	$0.00	No
1.2.g	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help	Middle School Counselors to implement counseling programs and services and collaborate with staff and families to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (4.0 FTE). (LCFF Supplemental).	$546,278.32	Yes

Action #	Title	Description	Total Funds	Contributing
	students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)			
1.2.h	MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated	Paraprofessional staff to support students in math intervention grades 6-8 to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (1 per middle school, 2 FTE) (LCFF Supplemental)	$86,675.48	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

students, were A-G eligible, and 33% or 206 students were deemed college-ready based on their progress. These statistics provide insights into the initial academic trajectory of the freshman class, highlighting areas for targeted support and intervention to ensure continued success throughout their high school journey.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3.a	Pupil Achievement: High School Graduation Rates (Cohort/DataQuest)	Class of 2023 Overall: 92.8% / 616 students EL: 80.3% / 53 SWD: 78.5% / 62 SED: 86.5% / 262 HY: 81.3% / 52 Latino/Hispanic: 88.8% / 301	Class of 2024 Overall: 91.8% / 635 EL: 79.8% / 75 SWD: 76.3% / 74 SED: 87.6% / 289 HY: 91.7% / 77 Latino/Hispanic: 88.9% / 327		Graduation Rate Target: Overall: 95% EL: 95% SWD: 95% SED: 95% HY: 95% Latino/Hispanic: 95%	Class of 2024 Overall: -1% EL: -0.5% SWD: -2.2% SED: +1.1% HY: +10.4% Latino/Hispanic: +0.1%
1.3.b	Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (Cohort/DataQuest)	Class of 2023 Overall: 55.1% / 365 students EL: 17% / 9 SWD: 11.3% / 7 SED: 35.1% / 92 HY: 32.7% / 17 Latino/Hispanic: 39.5% / 119	Class of 2024 Overall: 50% / 317 EL: 9.3% / 7 SWD: 12.2% / 9 SED: 26.3% / 76 HY: 22.1% / 7 Latino/Hispanic: 32.4% / 106		Meeting UC/CSU a-g university entrance requirements: 65% EL: 35% SWD: 35% SED: 50% HY: 50% Latino/Hispanic: 55%	Class of 2024 Overall: -5.1% EL: -7.7% SWD: +0.9% SED: -8.8% HY: -10.6% Latino/Hispanic: -7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3.c	Pupil Achievement: Graduates who have successfully completed both requirements for UC/CSU a-g and CTE pathway requirements (CA School Dashboard)	Class of 2023: 18.8% EL: 4.2% SED: 12.3% SWD: 0% Latino/Hispanic: 13.5%	Class of 2024: 19.2% EL: 3.1% SED: 10.1% SWD: 6.1% Latino/Hispanic: 13.7%		Meeting requirements for UC/CSU a-g and CTE pathway requirements 25% EL: 20% SED: 20% SWD: 20% Latino/Hispanic: 25%	Class of 2024: +0.4% EL: -1.1% SED: -2.2% SWD: +6.1% Latino/Hispanic: +0.2%
1.3.d	Pupil Achievement: Graduates who have successfully completed a CTE pathway in high school (CALPADS)	Class of 2023: All: 281 students / 42% EL: 16 students SWD: 61 students HY: 15 students SED: 75 students Latino/Hispanic: 81 students	Class of 2024: All: 283 students / 44.5% EL: 11 students SWD: 28 students HY: 18 students SED: 81 students Latino/Hispanic: 134 students		Target CTE Completers: All Students: 350 / 52% and a 10% increase across all student groups	Class of 2024: All: +2 EL: -5 SWD: -33 HY: +3 SED: +6 Latino/Hispanic: +53
1.3.e	Pupil Achievement: Graduates who have successfully completed the requirements for a Seal of Biliteracy (DataQuest)	Class of 2023: 12.5%* EL: 3.8% SED: 8.4% *Internal calculation due to discrepancies in DataQuest	Class of 2024: 9.6% / 61 EL: 4% SED: 11.1%		Completing the requirements for a Seal of Biliteracy inclusive of student groups: 25%	Class of 2024: -2.9% EL: +0.2% SED: +2.7%
1.3.f	Pupil Achievement: Graduates who have successfully completed the requirements for a Golden State Seal (DataQuest)	Class of 2023: 35.5%* *Internal calculation due to discrepancies in DataQuest	Class of 2024: 37.3%		Completing the requirements for a Golden State Seal: 50%	Class of 2024: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3.g	Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment (Aeries SIS; DataZone)	2023-24 CTE Enrollment: 1701 students / 65% EL: 147 SWD: 254 SED: 161 AP Enrollment: 1203 students / 46% EL: 29 SWD: 21 SED: 64 Dual Enrollment: 154 students / 6% EL: 7 SWD: 16 SED: 12	2024-25 CTE Enrollment: 2050 / 76% EL: 213 SWD: 294 SED: 860 AP Enrollment: 1285 / 48% EL: 44 SWD: 31 SED: 210 Dual Enrollment: 551 / 20% EL: 17 SWD: 46 SED:96		Continue to grow enrollment in CTE and advanced coursework CTE Enrollment: 2000 (update to 2250 for year 2) AP Enrollment: 1300 Dual Enrollment: 600 Increases in students overall including student groups will see at least a 5% increase in enrollment in these programs.	2024-25 CTE Enrollment: +349 / +11% EL: +66 SWD: +40 SED: +699 AP Enrollment: +82 / +2% EL: +15 SWD: +10 SED: +164 Dual Enrollment: +397 / +14% EL: +10 SWD: +30 SED: +84
1.3.h	Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher (College Board)	2022-23 Students taking AP exams: 960 students Percent passed with a 3 or higher: 56.1% (all) EL Passed: 52.9% / 9 students	2023-24: Students taking AP exams: 1041 students Percent passed with a 3 or higher: 60.9% (all) EL Passed: 52.6% / 10 students		Continue to grow enrollment in AP exam registration and AP exam pass rate Students taking AP exams: 1200 students	2023-24: Students taking AP exams: +81 Percent passed with a 3 or higher: +4.8% EL Passed: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED Passed: 57.6% / 30 passed (adjustments made due to baseline data for EL and SED student groups due transfer error)	SED Passed: 60% / 36		Percent passed with a 3 or higher: 65% EL: 65% SED: 60%	SED Passed: +2.4%
1.3.i	Student Outcomes: 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 62.1% / 284 passed IM 1 with a C or better EL: 28.6% / 16 passed IM 1 with a C or better SED: 44.7% / 21 passed IM 1 with a C or better	2024-25 S1 Integrated Math I: 65% / 318 passed IM 1 with a C or better EL: 29% / 16 passed IM 1 with a C or better SED: 48% / 93 passed IM 1 with a C or better		Integrated Math pass rate with a C or better: 85% EL: 60% SED: 70%	2024-25 S1 Integrated Math I: +2.9% passed IM 1 with a C or better EL: +0.4% SED: +3.3%
1.3.j	Student Outcomes: Freshman on Track On Track - passed all classes with a D or better Off Track - failed at least 1 class A-G Eligible - passed all classes with a C or better College Success - passed all classes with a B or better (Aeries SIS)	2023-24 Semester 1 (Class of 2027) On Track: 70.6% / 441 Off Track: 29.3% / 183 A-G Eligible: 53.2% / 332 College Success: 33% / 206	2024-25 Semester 1 (Class of 2028) On Track: 73.1% / 475 Off Track:26.9 % / 176 A-G Eligible: 54.6% / 348 College Success: 34% / 223		Freshman on Track On Track: 85% Off Track: 15% A-G Eligible: 70% College Success: 45%	2024-25 Semester 1 (Class of 2028) On Track: +2.5% Off Track: -2.4% A-G Eligible: +1.4% College Success: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3.k	Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grade 11 (CA School Dashboard)	2022-23 ELA - met/exceeded standards 11th Grade Overall: 58.2% EL: 7.04% EVER-EL: 38.69% SWD: 15.59% SED: 36.75% HY: 40.81% Math - met/exceeded standards 11th Grade Overall: 30.4% EL: 1.41% EVER-EL: 16.89% SWD: 3.90% SED: 12.34% HY: 14.29%	2023-24 ELA - met/exceeded standards 11th Grade Overall: 51.99% EL: 9.68% EVER-EL: 36.79% SWD: 9.46% SED: 36.19% HY: N/A* Math - met/exceeded standards 11th Grade Overall: 30.29% EL: 0% EVER-EL: 17.17% SWD: 2.78% SED: 15.24% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.		ELA 11: 65% Math 11: 50% Including all student groups	2023-24 ELA - met/exceeded standards 11th Grade Overall: -6.21% EL: +2.64% EVER-EL: -1.90% SWD: -6.13% SED: -0.56% HY: N/A* Math - met/exceeded standards 11th Grade Overall: -0.11% EL: -1.41% EVER-EL: +0.28% SWD: -1.12% SED: -+2.9% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.3.l	Pupil Achievement: Statewide Assessment SBAC on California Science Test (CAST): Grade 11 (CA School Dashboard)	2022-23 Science (CAST) - met/exceeded standards 11th Grade Overall: 40.25%	2023-24 Science (CAST) - met/exceeded standards 11th Grade Overall: 37.94%		Science 11: 55% Including all student groups	2023-24 Science (CAST) - met/exceeded standards 11th Grade Overall: -2.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 1.39% EVER-EL: 22.47% SWD: 8.97% SED: 19.57% HY: 25.53% (adjustments made due to data reporting/transfer error)	EL: 0% EVER-EL: 24.12% SWD: 4.23% SED: 23.31% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.			EL: -1.39% Ever-EL: +1.65% SWD: -4.74% SED: +3.74% HY: N/A* *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.3.m	Pupil Achievement: SAT ELA and Math Benchmarks	22-23 SAT ELA Benchmarks: District: 93% State: 80% 22-23 SAT Math Benchmarks District: 80% State: 64%	23-24 SAT ELA Benchmarks: District: 85% State: 73% 23-24 SAT Math Benchmarks District: 60% State: 56%		ELA: 95% Math: 90%	23-24 SAT ELA Benchmarks: District: -8% State: -7% 23-24 SAT Math Benchmarks District: -20% State: -8%
1.3.n	Pupil Achievement: Number of students in grades 10-12 who completed a CTE pathway during the school year	2022-23 299 students in grades 10-12	2023-24 470 students in grades 10-12		2025-26 450 students in grades 10-12 (Updated to 550 following year 1 outcomes)	2023-24 +171 students in grades 10-12

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) advanced a set of strategic actions aligned with LCAP Goal 1.2 to support student success during the critical transition from middle to high school. This work prioritized historically underserved students—including English Learners (ELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) youth—through initiatives focused on improving graduation rates, increasing College and Career Readiness (CCR), and expanding access to high-impact programs such as Career Technical Education (CTE), Advanced Placement (AP), and Dual Enrollment.

While many actions were fully implemented, differences arose between the planned and actual implementations due to competing district priorities, ongoing research and development of new initiatives, and the need to adjust timelines to ensure the quality of program delivery.

Successes
MHUSD achieved measurable progress under Goal 1.3:

- The district experienced significant enrollment growth in CTE and AP courses, particularly among EL, SWD, and SED student groups.
- Freshman On-Track indicators improved, suggesting increased academic stability and positive trends for future CCR outcomes.
- Participation in Dual Enrollment and the State Seal of Biliteracy increased, contributing to gains in CCR metrics.
- The district's robust credit recovery program continued to support students in regaining academic standing.
- Early pathway completion by underclassmen marked a positive shift toward long-term CTE participation and success.

Collectively, these outcomes reflect MHUSD's commitment to preparing all students for postsecondary pathways and increasing equitable access to rigorous academic and career-readiness experiences. Graduation rates remained strong, and CCR gains were evident even in areas where expenditures fell short of initial allocations, signaling strong program efficacy.

Implementation Challenges and Adjustments
Several implementation challenges impacted the pacing of actions under Goal 1.3:

- Competing Initiatives: The simultaneous rollout of new academic programs and systemwide initiatives required careful balancing, resulting in delayed implementation of some planned activities.
- State Seal of Civic Engagement: As scheduled, the district remained in the research and planning phase of this new recognition. Staff conducted a review of eligibility criteria and alignment with existing civic engagement programs (e.g., civics points, community service awards). Implementation planning will continue under the Secondary Curriculum Council in the 2025–26 academic year.
- Resource Allocation: Although certain budgeted actions were underfunded, key metrics continued to improve, pointing to effective targeting of resources and promising returns on investment.

Despite these challenges, MHUSD stayed focused on the core intent of Goal 1.3, ensuring students stay on track for graduation and have access to meaningful, future-ready learning pathways. Lessons learned during the 2024–25 cycle will inform the refinement of actions, resource distribution, and stakeholder engagement efforts in the upcoming year.

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

1.3.a - The district provided CTE professional development opportunities through grant funds. Efforts were directed toward growing our program through internal collaboration and working with our CTE advisors at no additional cost.
1.3.b - High schools expanded the AP program through collaboration with Equal Opportunity schools, resulting in increases in enrollment among target student groups through no additional-cost internal outreach and counseling activities.
1.3.d - Stipends were implemented as planned; however, actual expenses for supplies came in under budget.
1.3.f - AVID came in 14% ($5,301) under budget, with actual stipends being approximately half of the budgeted amount, and the AVID contract $5,700 above estimated.
1.3.g - The number of digital licenses needed was less than anticipated. The number of licenses fluctuates according to student needs.
1.3.i - Counselors attended two professional conferences; however, some opted to attend virtually, which lowered the projected costs.
1.3.j - Funds for access to the National Student Clearinghouse to track post-graduate progress were not expended, as the information was available to us through other sources at no cost.
1.3.k - The Ninth Grade Summer Connection exceeded its allocated funds due to growth in program participation and the need for additional counselor stipends.
1.3.n - The district did not expend the full budgeted amount. Award seals were made available by the state free of cost.
1.3.o - The State Seal of Civic Engagement is in the early research phase of implementation and has not incurred any expenses to date for this action.

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

1.3.a - The district effectively implemented CTE professional development, as evidenced by program growth. Grand funds, PLT, and internal collaboration time were used instead of release time with substitute costs.
1.3.b - The district effectively implemented AP Capstone action as evident in program growth and increased enrollment of underrepresented students
1.3.c - The district effectively implemented our Partnership with Equal Opportunity School, as evident in program growth and increased enrollment of underrepresented students
1.3.d - The district effectively implemented the Freshman on Track program, as evidenced by the growth in freshman monitoring metrics.
1.3.e - The district effectively implemented Freshman Success Coordinator staffing.
1.3.f - The district effectively implemented the AVID program through the execution of contracts and the hiring of stipended advisors.
1.3.g - The district effectively implemented credit recovery licenses to support student needs.
1.3.h - The district effectively implemented the CalSOAP counselor staffing model.
1.3.i - The district effectively implemented counselor professional development.
1.3.j - This action was not implemented because a no-cost option for National Clearinghouse data was not available to the district.
1.3.k - The district effectively implemented the 9th summer connection program, as evident in growing participation.

1.3.l - The district effectively implemented a robust and growing Career and Technical Education (CTE) program, as evidenced by the growth in enrollment and outcome metrics.
1.3.m - The district effectively implemented the Central High School counselor staffing model.
1.3.n - The district effectively implemented the State Seal of Biliteracy as evident in growing seal earners (from 61 in 2024 to 85 in 2025)
1.3.o - The district began implementing the State Seal of Civic Engagement effectively early, with research and background gathered to support a Secondary Curriculum Task Force during 2025-26.
1.3.p - The district effectively implemented College Visitations for underrepresented students as planned, with trips to SJSU and Gavilan colleges.
1.3.q - The district effectively implemented the Dual Enrollment program, as evident in the growth in dual enrollment students.

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

Action Changes:
1.3.j - This action will be discontinued for the 2025-26 period. Access to the National Student Clearinghouse, which allows us to track post-graduate progress, is now available to us through other sources at no additional cost.
1.3.m - As Central High School has exited the Comprehensive Support and Improvement (CSI) program and this funding is no longer available, this action will now be funded through the Local Control Funding Formula (LCFF) Base.

Metric Changes:
1.3.h - The baseline data in 1.3.g was corrected to accurately reflect the pass rates for students identified as English Learners and those identified as socioeconomically disadvantaged (SED).
1.3.k. - The student group for Ever-EL was added to the baseline data as well as the Year 1 Outcome data. The addition of this student group to student achievement metrics provides a better picture of how our English Learners are progressing. The EL group alone is misrepresentative as it changes with the constant removal of the highest-scoring students through the reclassification process. This will add data to the existing metrics and be more coherent with the target outcomes for our English Learners.
1.3.l - The baseline data was corrected in 1.3.k to accurately reflect the pass rate for students overall and students identified as English Learners, and the student-group data for Ever-ELs was added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.3.a	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Professional development, release time, extra hours, curriculum, and materials for CTE programs for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$39,000.00	Yes
1.3.b	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Professional development, release time, extra hours, curriculum, and materials for AP Capstone for students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth. (LCFF Supplemental)	$12,000.00	Yes
1.3.c	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or	Professional development, extra hours, curriculum, and materials for implementing partnership with Equal Opportunity Schools (EOS). For English Learners, Foster Youth, and Socioeconomically Disadvantaged students. EOS provides high schools with actionable data on AP/Dual Enrollment and student perception survey data on access and equity. (LCFF Supplemental)	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)			
1.3.d	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and	Freshman on Track Success Program (e.g., materials, supplies, extra hours, stipends, materials and supplies for summer connection program, etc) for English Learners, Socioeconomically Disadvantaged, and Foster Youth. (CYBH Grant and LCFF Supplemental)	$25,497.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)			
1.3.e	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)	Provide freshmen success goals, student connections, designs, implements, and leads student success programs, establishes benchmarks in collaboration with the success team to monitor progress and more at Live Oak and Sobrato High School with a focus on EL, FY, SED (2.0 FTE). (CYBH Grant)	$140,000.00	No
1.3.f	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support	AVID (Advance Via Individual Determination) elective course offering in the high school grades (9th-12th) to support students identified as English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. Includes professional development, release time, extra hours/stipends, curriculum, and materials. (LCFF Supplemental)	$26,992.03	Yes

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

Action #	Title	Description	Total Funds	Contributing
	track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)			
1.3.h	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Academic mentoring, college and career counseling, college application support, financial education for students and parents for grades 9-12 for students identified as English Learners, Foster Youth and Socioeconomically Disadvantaged. (LCFF Supplemental)	$87,000.00	Yes
1.3.i	Professional Development for Academic Counselors - Keeping Academic Counselors updated	Provide professional development for academic counselors to support college and career readiness including transcript review, financial aid workshops, course articulation to college, dual enrollment, etc. for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)			
1.3.j	Action Discontinued 2025-26. Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform	This action is discontinued for the 2025-26 school year. Post-secondary student enrollment tracking and data support, including 4-year enrollment, 2-year enrollment, and retention rates post-secondary for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(e.g., National Student Clearinghouse Research Center). (LCFF Supplemental)	$0.00	

Action #	Title	Description	Total Funds	Contributing
	policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
1.3.k	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	9th Grade Summer Connection Program - stipends and materials to support incoming 9th graders with an emphasis on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (ELOP Funding)	$15,000.00	No
1.3.l	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career	CTE program budget: staffing, certifications, Job Shadows, and FFA and Skills USA to support English Learner, Foster Youth, and Socioeconomically Disadvantaged students in CTE participation and achievement. Curriculum and professional development, books, supplies, release time for PD and collaboration. (CTEIG, Perkins, AIG, LCFF Base)	$2,372,546.00	No

Action #	Title	Description	Total Funds	Contributing
	pathways, earn industry certifications, and prepare for success in the workforce.			
1.3.m	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	Academic Counselor for Central High to increase graduation rates and prepare students for college and career. (LCFF Base Funding)	$165,451.49	No
1.3.n	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	Curriculum, materials, and supplies to implement and support the Seal of Biliteracy for English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)	$3,000.00	Yes
1.3.o	State Seal of Civic Engagement - Provide access to	Stipends, curriculum, materials, and supplies to implement the Seal of Civic Engagement for students identified as English Learners, Foster Youth, Socioeconomically Disadvantaged students. (LCFF Supplemental)	$5,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)			
1.3.p	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher	Provide an opportunity for 12th-grade English Learners, Foster Youth, and Socioeconomically Disadvantaged students to visit a local college and engage in a facilitated process to apply to the school, learn about academic and career pathways and financial aid, and meet with college academic counselors. (LCFF Supplemental)	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)			
1.3.q	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard - College and Career Readiness)	Provide students with the unique opportunity to take community college classes while still in high school on the high school campus with a focus on underrepresented student groups (CCAP Funding)	$29,950.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4.a	Pupil Achievement: English Learner High School Graduation Rates (Cohort/DataQuest)	Class of 2023 EL Graduates: 80.3% / 53 LTEL: 19 students	Class of 2024 EL Graduates: 79.8% / 75 LTEL: 29 students		Class of 2025-26 EL Graduates 90% LTEL: 8 students	Class of 2024 EL Graduates: -0.5% LTEL: +10
1.4.b	Pupil Achievement: English Learner graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements (DataQuest)	Class of 2023 EL/LTEL completing UC a-g requirements: 17% / 9 students	Class of 2024 EL/LTEL completing UC a-g requirements: 9.3% / 7 students		Class of 2025-26 35% of EL students will have completed courses that satisfy entry for UC and CSU entry	Class of 2024 EL/LTEL completing UC a-g requirements: -7.7%
1.4.c	Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator (CA School Dashboard)	2022-23 43.3%	2023-24 45.2%		2025-26 55%	2023-24 +1.9%
1.4.d	Pupil Achievement: English Learners in Grades K to 8 Scoring at	2023-24 Diagnostic #3 K: 50% / 50 students 1: 23% / 26 2: 16% / 18	2024-25 Diagnostic #3 K: 46% / 51 students		2026-27 Diagnostic #3	2024-25 Diagnostic #3 K: -4% 1: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grade Level or Above (iReady Reading)	3: 30% / 35 4: 13% / 17 5: 5% / 5 6: 7% / 7 7: 4% / 3 8: 5% / 3	1: 24% / 25 2: 35% / 39 3: 20% / 20 4: 11% / 12 5: 7% / 7 6: 10% / 8 7: 15% / 11 8: 26% / 20		The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. K: 100% 1: 83% 2: 76% 3: 90% 4: 73% 5: 65% 6: 67% 7: 64% 8: 65%	2: +19% 3: -10% 4: -2% 5: +2% 6: +3% 7: +11% 8: +21%
1.4.e	Pupil Achievement: English Learners in Grades K to 8 Scoring at Grade Level or Above (iReady Math)	2023-24 Diagnostic #3 K: 37% / 33 students 1: 23% / 25 2: 12% / 14 3: 27% / 31 4: 20% / 26 5: 13% / 13 6: 10% / 10 7: 7% / 7 8: 5% / 3	2024-25 Diagnostic #3 K: 45% / 50 students 1: 19% / 20 2: 30% / 32 3: 18% / 18 4: 20% / 22 5: 11% / 12 6: 5% / 4		2026-27 Diagnostic #3 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above.	2024-25 Diagnostic #3 K: +8% 1: -4% 2: +18% 3: -9% 4: 0% 5: -2% 6: -5% 7: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7: 4% / 3 8: 17% / 14		The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. K: 97% 1: 83% 2: 72% 3: 87% 4: 80% 5: 73% 6: 70% 7: 67% 8: 65%	8: -12%
1.4.f	Implementation of State Standards: Schools follow protocols for regularly reviewing disaggregated student data and addressing English Learner student progress Scale: 5: Full Implementation and Sustainability 4: Full Implementation 3: Initial Implementation 2: Beginning Development	2023-24 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 4	2024-25 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 4		2026-27 Implementation of ELD Standards: Local Indicator Priority 2 rating: ELD: 5	2024-25 Local Indicator Priority 2 rating ELD: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1: Exploration and research phase					
1.4.g	Student Outcomes: English Learners Enrolled in an AP, CTE, and Dual Enrollment class	2023-24 EL AP Enrollment: 29 EL CTE Enrollment: 147 EL Dual Enrollment: 7	2024-25 EL AP Enrollment: 44 EL CTE Enrollment: 277 EL Dual Enrollment: 16		2026-27 AP Enrollment: 60 CTE Enrollment: 275 Dual Enrollment: 30	2024-25 EL AP Enrollment: +29 EL CTE Enrollment: +130 EL Dual Enrollment: +9
1.4.h	Pupil Achievement: English Learner Students Successfully Completing CTE Pathways	Class of 2023: 15 students	Class of 2024: 11 students		Class of 2026 45 students	Class of 2024: -4 students
1.4.i	Percentage of EL 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 28.6% / 16 passed IM 1 with a C or better	2024-25 S1 Integrated Math I: 29% / 18 passed IM 1 with a C or better		2026-27 S1 Integrated Math I: 60% will pass IM 1 with a C or better	2024-25 S1 Integrated Math I: +0.4% passed IM 1 with a C or better
1.4.j	Student Outcomes: Number of Long-Term English Learners (LTEL)	2023-24 455 students district-wide	2024-25 286 students district-wide		2026-27 300 students district-wide	2024-25 -169 students district-wide
1.4.k	Student Engagement: Attendance Rate for English Learners	2023-24 Attendance Rate (as of May 2024): 92.1%	2023-24 Attendance Rate (as of May 2025): 91%		Target Attendance Rate for EL students: 95%	2023-24 Attendance Rate (as of May 2025): -1.1%
1.4.l	Student Engagement: English Learner Suspension Rates (CA School Dashboard)	2023 CA Dashboard 8.1% suspended for at least one day	2024 CA Dashboard 7.2% suspended for at least one day		2026 CA Dashboard	2024 CA Dashboard -0.9% suspended for at least one day

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Less than 3% suspended for at least one day	
1.4.m	Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level (CA School Dashboard)	2022-23 ELA - met/exceeded standards Grade 3 EL Overall: 9.45% Newcomer: No data available* LTEL: No data available* Ever-EL: 15.03% Grade 4 EL Overall: 17.11% Newcomer: No data available* LTEL: No data available* Ever-EL: 27.39% Grade 5 EL Overall: 14.03% Newcomer: No data available* LTEL: No data available* Ever-EL: 34.62% Grade 6 EL Overall: 3.41% Newcomer: No data available* LTEL: 4.44% Ever-EL: 19.05%	2023-24 ELA - met/exceeded standards Grade 3 EL Overall: 9.18% Newcomer: No data available* LTEL: No data available* Ever-EL: 15.04% Grade 4 EL Overall: 11.97% Newcomer: No data available* LTEL: No data available* Ever-EL: 20.98% Grade 5 EL Overall: 6.02% Newcomer: No data available* LTEL: No data available* Ever-EL: 26.17% Grade 6 EL Overall: 7.78% Newcomer: No data available*		2025-26 ELA - met/exceeded standards 3: 45% 4: 50% 5: 60% 6: 50% 7: 55% 8: 55% 11: 65% Including all student groups and dually identified students	2023-24 ELA - met/exceeded standards Grade 3 EL Overall: -0.27% Newcomer: No data available* LTEL: No data available* Ever-EL: +0.01% Grade 4 EL Overall: -5.14% Newcomer: No data available* LTEL: No data available* Ever-EL: -6.41% Grade 5 EL Overall: -8.01% Newcomer: No data available* LTEL: No data available* Ever-EL: -8.45% Grade 6 EL Overall: +4.37% Newcomer: No data available*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7 EL Overall: 4.04% Newcomer: No data available* LTEL: 0.00% Ever-EL: 25.82% Grade 8 EL Overall: 3.41% Newcomer: No data available* LTEL: 2.13% Ever-EL: 26.37% Grade 11: EL Overall: 6.76% Newcomer: No data available* LTEL: 4.00% Ever-EL: 38.69% SWD/EL: 3.5% SWD/FY: No data available* SWD/SED: 4% *In order to protect student privacy, data is suppressed because fewer than 11 students tested. (adjustments made to baseline data due to reporting/transfer error)	LTEL: 2.86% Ever-EL: 28.34% Grade 7 EL Overall: 1.22% Newcomer: No data available* LTEL: 0.00% Ever-EL: 25.27% Grade 8 EL Overall: 3.03% Newcomer: No data available* LTEL: 2.63% Ever-EL: 36.45% Grade 11: EL Overall: 9.68% Newcomer: 0.00% LTEL: 7.55% Ever-EL: 36.79% SWD/EL: 1% SWD/FY: No data available* SWD/SED: 4.17% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.			LTEL: -1.58% Ever-EL: +9.29% Grade 7 EL Overall: -2.82% Newcomer: No data available* LTEL: 0.00% Ever-EL: -0.55% Grade 8 EL Overall: -0.38% Newcomer: No data available* LTEL: +0.5% Ever-EL: +10.08% Grade 11: EL Overall: +2.92% Newcomer: N/A LTEL: +3.55% Ever-EL: -1.9% SWD/EL: -2.5% SWD/FY: No data available* SWD/SED: +0.17% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4.n	Pupil Achievement: Statewide Assessment SBAC for English Learners in Math by Grade Level (CA School Dashboard)	2022-23 Math - met/exceeded standards Grade 3 EL Overall: 13.38% Newcomer: No data available* LTEL: No data available* Ever-EL: 20.26% Grade 4 EL Overall: 16.07% Newcomer: No data available* LTEL: No data available* Ever-EL: 25.17% Grade 5 EL Overall: 7.90% Newcomer: No data available* LTEL: No data available* Ever-EL: 19.33% Grade 6 EL Overall: 2.27% Newcomer: No data available* LTEL: 2.33% Ever-EL: 16.87% Grade 7 EL Overall: 5.04%	2023-24 Math - met/exceeded standards Grade 3 EL Overall: 19.46% Newcomer: No data available* LTEL: No data available* Ever-EL: 23.88% Grade 4 EL Overall: 12.00% Newcomer: No data available* LTEL: No data available* Ever-EL: 22.42% Grade 5 EL Overall: 3.16% Newcomer: 0.00% LTEL: No data available* Ever-EL: 17.42% Grade 6 EL Overall: 5.38% Newcomer: No data available* LTEL: 0.00% Ever-EL: 17.87%		2025-26 Math - met/exceeded standards 3: 50% 4: 50% 5: 40% 6: 50% 7: 50% 8: 50% 11: 50% Including all student groups	2023-24 Math - met/exceeded standards Grade 3 EL Overall: +6.08% Newcomer: No data available* LTEL: No data available* Ever-EL: +3.62% Grade 4 EL Overall: -4.07% Newcomer: No data available* LTEL: No data available* Ever-EL: -2.75% Grade 5 EL Overall: -4.74% Newcomer: N/A LTEL: No data available* Ever-EL: -1.91% Grade 6 EL Overall: +3.11% Newcomer: No data available* LTEL: 0.00% Ever-EL: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Newcomer: No data available* LTEL: 4.35% Ever-EL: 18.48% Grade 8 EL Overall: 1.16% Newcomer: No data available* LTEL: 0% Ever-EL: 18.69% Grade 11: EL Overall: 1.35% Newcomer: No data available* LTEL: 0% Ever-EL: 16.89% *In order to protect student privacy, data is suppressed because fewer than 11 students tested. (adjustments made to baseline data due to reporting/transfer error)	Grade 7 EL Overall: 2.20% Newcomer: No data available* LTEL: 2.22% Ever-EL: 22.70% Grade 8 EL Overall: 2.86% Newcomer: No data available* LTEL: 0.00% Ever-EL: 18.62% Grade 11: EL Overall: 0.00% Newcomer: 0.00% LTEL: 0.00% Ever-EL: 17.17% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.			Grade 7 EL Overall: -2.84% Newcomer: No data available* LTEL: 2.13% Ever-EL: +4.22% Grade 8 EL Overall: +1.70% Newcomer: No data available* LTEL: 0% Ever-EL: -0.07% Grade 11: EL Overall: -1.35% Newcomer: N/A LTEL: 0% Ever-EL: +0.28% *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.4.o	Pupil Achievement: NWEA MAP 9-11 EL Reading and Math Avg RIT Scores by Grade Level	2023-24 EL Reading Winter Avg RIT Scores 9: 200 10: 205 11: 206 2023-24 EL Math Winter Avg RIT Scores	N/A		Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64 Math	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Metric retired during Year 1 due to programmatic changes)	9: 212 10: 214 11: 214			9: 228.67 10: 231.21 11: 233.49	
1.4.p	Student Outcomes: Student EL Reclassification Rates	2023-24 Percentage of EL Students Reclassified: 13.4% / 196	2024-25 Percentage of EL Students Reclassified: 13.8% / 163		2025-26 Maintain at 10% or greater	2024-25 Percentage of EL Students Reclassified: +0.4%
1.4.q	Pupil Achievement: English Learners in Grades 9-12 Scoring at Grade Level or Above (iReady Reading)	2024-25 Reading Diagnostic #2 EL Students 9: 10% / 5 students 10: 7% / 5 11: 7% / 4 12: 6% / 2	Baseline was added during Year 1		2026-27 Diagnostic #2 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. 9: 50% 10: 47% 11: 47% 12: 46%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4.r	Pupil Achievement: English Learners in Grades 9-12 Scoring at Grade Level or Above (iReady Math)	2024-25 Math Diagnostic #2 EL Students 9: 16% / 8 students 10: 6% / 3 11: 5% / 2 12: 11% / 3	Baseline was added during Year 1		2026-27 Diagnostic #2 The long-term goal is that 100% of students for all grade levels and student groups will perform at grade level or above. The goal for Spring 2027 is that students identified as English Learners will increase by 20% annually. 9: 66% 10: 46% 11: 46% 12: 51%	N/A

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) implemented key actions aligned with its LCAP Goal 2.1 to strengthen outcomes for English Learners (ELs) through a combination of instructional supports, compliance efforts, and systems development. The departure of the ELD Teacher on Special Assignment (TOSA) early in the year, however, impacted the complete execution of planned activities. Compliance responsibilities were reassigned to a part-time administrator, enabling critical functions such as ELPAC testing and reclassification to continue uninterrupted. Instructional and professional learning support shifted to site-based English Learner Facilitators (ELFs), with district support limited to resource provision and strategic planning.

While this staffing change necessitated adjustments, program implementation remained aligned with state mandates and local improvement priorities, with efforts focused on maintaining service continuity and establishing foundational systems for future growth. The ELD TOSA position has been filled for the 2025–26 school year, enabling full implementation in the upcoming cycle.

Successes
Despite limited centralized instructional support, MHUSD achieved several key outcomes under Goal 1.4:

- Successful training of test examiners and administration of both the Initial and Summative ELPAC, including full implementation of the Alternate Summative ELPAC for students with significant disabilities.
- Continued development and use of local assessments to inform EL progress monitoring and reclassification decisions.
- Piloting of the OPTEL tool to support consistent and equitable teacher recommendations for reclassification.
- A district-wide celebration recognizing 162 students who were reclassified as fluent in English proficiency.
- Increased use of Ellevation to document annual monitoring of reclassified students and support site-level data analysis.
- Refinement of internal reclassification criteria to align with updated assessment data.
- Launch of leveled designated ELD courses at the secondary level, along with initial development of new classes and targeted materials for newcomers and long-term English learners.
- Growth in English Learner enrollment in CTE and Dual Enrollment programs.
- Completion of a supplemental curriculum survey to guide future adoption of integrated ELD resources in elementary classrooms.

These accomplishments reflect steady progress in building a more coherent and data-informed ELD system, even during a year of limited district-level staffing.

Implementation Challenges and Adjustments
In addition to reduced staffing at the district level, several operational challenges affected the delivery of professional development and instructional coaching:

- Time and Staffing Constraints: Competing initiatives at school sites and limited substitute availability made it challenging to release staff for formal professional development (PD) sessions. As a result, professional learning was primarily facilitated through informal collaboration led by ELFs and secondary Constructing Meaning leads.
- Resource Distribution: Instructional strategies and supports were shared via staff communications and integrated into schoolwide initiatives focused on student engagement.
- Site-Level Leadership: Administrators incorporated English Learner engagement strategies into site walkthroughs and School Plan priorities, reinforcing instructional practices such as structured student talk.
- Technology and Tools: Teachers were encouraged to access the Ellevation platform’s instructional library to support planning and lesson design aligned with English Learner (EL) needs.

Looking ahead, MHUSD is well-positioned to accelerate implementation of its ELD goals in 2025–26 with the onboarding of a new district ELD TOSA. This added capacity will strengthen instructional support, expand professional learning opportunities, and deepen alignment between site-based practices and district-wide EL program goals.

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

1.4.a - The ELD TOSA position was unfilled, with duties covered by a part-time administrator.
1.4.b - Trained ELPAC test examiners as planned, but most trainees opted for an online, hourly compensated option for training, which reduced the need for substitutes, reducing expenditures.
1.4.c - The TOSA position was unfilled and did not lead the ELF after-school meetings.
1.4.d - Allocated funds for professional development, release time, and substitutes were not fully expended due to reduced professional development and substitute availability.
1.4.f - Stipends for Constructing Meaning Leads were provided, but their availability was limited by staff volunteering for other duties.
1.4.g - Testing was able to be covered at most sites by existing staff by increasing the local testing window by 4 weeks.
1.4.h - Allocations were expended for ELD support materials. However, we have not completed the review process for new materials.
1.4.k - Funds not expended for instructional materials as new course outlines and materials adoptions are still in process.

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

1.4.a - The district did not effectively implement the ELD TOSA position, which remained unfilled during the 2024-25 school year.
1.4.b - The district implemented the program effectively, and 52 ELPAC test examiners were trained, certified, and successfully conducted the ELPAC exam.
1.4.c - The district implemented this effectively; each site had a stipended EL Facilitator who attended monthly meetings and provided oversight for ELD programs and processes on their respective sites.
1.4.d - The district partially implemented effective professional development; however, the frequency and depth were limited to mainly compliance rather than instructional support as described in prompt one.
1.4.e - The district implemented effectively and held a successful recognition ceremony for 162 reclassified students.
1.4.f - The district partially implemented effectively, Constructing Meaning leads were staffed at 3 of 5 secondary sites due to a lack of volunteer staff at all sites.
1.4.g - The district implemented effectively by recruiting and staffing additional ELPAC test examiners to assist at high-need schools, and the ELPAC was administered successfully.
1.4.h - The district initially implemented effectively by conducting a review of designated ELD support materials in advance of the curriculum approval process
1.4.i - The district implemented the program effectively and executed its contract with Ellevation, an online platform used to monitor the progress of English Learners.
1.4.j - The district effectively implemented professional development for TK-3 participating teachers, focusing on improving oracy for English Learners in mathematics.
1.4.k - The district initially implemented effectively by beginning a review of instructional materials and UC-approved course outlines, as well as recruiting task force members for the adoption of targeted ELD/LTEL courses.

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

Metric Changes
1.4.f - rating scale added to the metric column to provide context for the rating
1.4.m and 1.4.n - saw several changes. The percentages for the student groups were corrected in the baseline year to reflect accurate data due to a transfer error. Additionally, the student for 'Ever-EL' was added to the baseline and Year 1 outcome data to provide a better picture of how our English Learners are progressing. The EL group alone is misrepresentative as it changes with the constant removal of the highest-scoring students through the reclassification process. This will not replace, but add data to the existing metrics and be more coherent with the target outcomes for our English Learners.
1.4.o - This metric will be discontinued as the district is no longer using NWEA MAP but is implementing i-Ready as our local assessment.
1.4.q and 1.4.r - will be added to provide a place for recording i-Ready achievement data moving forward for grades 9-12.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	English Language Development Teacher on Special Assignment to support mathematics English Language Development instruction, provide instructional coaching, and lead district-level professional development to improve outcomes for English Learners. (LCFF Supplemental)	$150,453.15	Yes
1.4.b	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	Temporary staffing to operate as English Language Proficiency Assessment for California (ELPAC) Testing Administrators to assist schools who have high populations of English Learners with ELPAC testing to improve outcomes for English Learners. (LCFF Base)	$24,525.00	No
1.4.c	English Learner Facilitators to	Stipends for English Learner Facilitators at each site are prorated to match the student population. English Learner Facilitators perform duties such as	$49,398.75	Yes

Action #	Title	Description	Total Funds	Contributing
	improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	professional development and instructional support for English Learners, including Long-Term English Learners, to improve outcomes for English Learners. (LCFF Supplemental)		
1.4.d	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, substitute release days to cover professional development related to meeting the language development needs of English Learners, including Long-Term English Learners, and teacher training in English Language Development and implementation of the English Learner Plan for Student Success to improve outcomes for English Learners. (LCFF Supplemental)	$75,559.00	Yes
1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	Materials for annual Multilingual Achievement Ceremony such as balloons, invitation printing, decorations to improve outcomes for English Learner. (LCFF Supplemental)	$1,000.00	Yes
1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Stipends for Constructing Meaning leads at four secondary sites to support the implementation of Constructing Meaning strategies in instruction, instructional support, and training for integrated English Language Development (ELD) to improve outcomes for English Learners, including Long-Term English Learners. (LCFF Supplemental)	$12,748.06	Yes
1.4.g	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	Funds for substitute release days for ELPAC testing and ELPAC training for new testing administrators inclusive of the Alternate ELPAC to improve outcomes for English Learners. (LCFF Base)	$15,930.00	No

Action #	Title	Description	Total Funds	Contributing
1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, materials, and release time for teacher training on secondary ELD curriculum to improve outcomes for English Learners. (LCFF Supplemental)	$24,791.00	Yes
1.4.i	English Learner-Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Ensure all English Learners are supported through high-quality English Language Development programs. Data analysis of English Learner progress to determine the student needs and improve outcomes. (e.g., ELLevation). (Title III & LCFF Supplemental)	$44,050.00	Yes
1.4.j	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Professional development, release time, extra hours, materials, and travel expenses for enhancing English language instruction in grades TK-3 to improve outcomes for English Learners.(e.g., New Teacher Center, etc.). (New Teacher Center)	$0.00	Yes
1.4.k	Long Term English Learner (LTEL)-Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA	Release time, extra hours, materials for the development of secondary Long-Term English Learner courses, and adoption of supplementary materials to improve outcomes for English Learners. (LCFF Supplemental & Restricted Lottery)	$66,406.90	Yes

Action #	Title	Description	Total Funds	Contributing
	School Dashboard - Academics)			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5.a	Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) (SBAC Test Results at a Glance)	2022-23 Met or Exceeded Standard Overall: 11.03% 3rd: 8.20% 4th: 17.57% 5th: 16.88% 6th: 4.55% 7th: 7.25% 8th: 5.33% 11th: 15.59% SWD/EL: 3.5% SWD/FY: **Data not available due to group size SWD/SED: 4% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	2023-24 Met or Exceeded Standard Overall: 9.36% 3rd: 16.88% 4th: 6.95% 5th: 7.35% 6th: 11.27% 7th: 7.69% 8th: 4.69% 11th: 9.46% SWD/EL: 1% SWD/FY: **Data not available due to group size SWD/SED: 1.85% In order to protect student privacy, disaggregated data is suppressed because fewer than 11		2025-26 25% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels	2023-24 Met or Exceeded Standard Overall: -1.67% 3rd: +8.68% 4th: -10.62% 5th: -9.53% 6th: +6.72 7th: +0.44 8th: -0.64% 11th: -6.13% SWD/EL: -2.5% SWD/FY: **Data not available due to group size SWD/SED: -2.15% In order to protect student privacy, disaggregated data is suppressed because fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5.b	Pupil Achievement: SWD Statewide Assessment SBAC in Mathematics (SBAC Test Results at a Glance)	2022-23 Met or Exceeded Standard Overall: 7.71% 3rd: 8.20% 4th: 17.57% 5th: 14.28% 6th: 4.76% 7th: 4.48% 8th: 0.00% 11th: 3.90% SWD/EL: 2% SWD/FY: **Data not available due to group size SWD/SED: 2% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.	2023-24 Met or Exceeded Standard Overall: 8.18% 3rd:15.79% 4th: 8.34% 5th: 11.60% 6th: 8.45% 7th: 6.16% 8th: 3.13% 11th: 2.78% SWD/EL: 2.7% SWD/FY: **Data not available due to group size SWD/SED: 1.85% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.		2025-26 20% Met or Exceeded Standard including dually identified student groups Overall and for all grade levels	2023-24 Met or Exceeded Standard Overall: +0.47% 3rd: +7.59% 4th: -9.23% 5th: -2.68% 6th: +3.69% 7th: +1.68% 8th: +3.13% 11th: -1.12% SWD/EL: -0.7% SWD/FY: **Data not available due to group size SWD/SED: -0.15% In order to protect student privacy, disaggregated data is suppressed because fewer than 11 students tested per grade level or student group.
1.5.c	Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics	2022-23 ELA Met: 24.00% Math Met: 8.00%	2023-24 ELA Met: 23.81% Math Met: 23.81%		2025-26 ELA Met: 50% Math Met: 40%	2023-24 ELA Met: -0.19% Math Met: +15.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SBAC Test Results at a Glance)	In order to protect student privacy, disaggregated data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.	In order to protect student privacy, disaggregated data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.			In order to protect student privacy, disaggregated data (CAA/EL, CAA/FY, CAA/SED) is suppressed because fewer than 11 students tested per grade level or student group.
1.5.d	Pupil Achievement: SWD College & Career Readiness Indicator (CA School Dashboard)	2022-23 9.8% Prepared	2023-24 17.3% Prepared		2025-26 20% Prepared	2023-24 +7.5%
1.5.e	Pupil Achievement: SWD High School Graduation Rates (CA School Dashboard)	Class of 2023 75.9% Graduated (Cohort)	Class of 2024 76.3% Graduated (Cohort)		Class of 2026 90% Graduated (Cohort)	Class of 2024 +0.4%
1.5.f	Student Outcomes: SWD Suspension Rates (CA School Dashboard)	2022-23 9.5% suspended at least 1 day	2023-24 9.3% suspended at least 1 day		2025-26 4% suspended at least 1 day	2023-24 -0.2% suspended at least 1 day
1.5.g	Student Outcomes: State Performance Plan Indicators: 5a: Education Environments: 80% or more of the day in the Least Restrictive Environment	2024 Annual Determination Letter LRE >80% of the day: 56.06% State Target: >62%	2025 Annual Determination Letter >80% of the day: 58.33% State Target: <64%		2027 Annual Determination Letter LRE >80% of the day: 71% State Target: >70%	2025 Annual Determination Letter >80% of the day: +2.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Annual Determination Letter)					
1.5.h	Student Outcomes: State Performance Plan Indicators: 5b: Education Environments: Less than 40% of the day in the Least Restrictive Environment (Annual Determination Letter)	2024 Annual Determination Letter LRE <40% of the day: 12.89% State Target: <16.5%	2025 Annual Determination Letter <40% of the day: 12.89% State Target: <15%		2027 Annual Determination Letter LRE >40% of the day: 11% State Target: 12%	2025 Annual Determination Letter <40% of the day: 0%
1.5.i	Student Outcomes: State Performance Plan Indicators: 5c: Education Environments: Separate Setting (Annual Determination Letter)	2024 Annual Determination Letter TK/K - 22 in a separate setting: 2.77% State Target: <3%	2025 Annual Determination Letter TK/K-22 in a separate setting: 2.03% State Target: <2.8%		2027 Annual Determination Letter TK/K - 22 in a separate setting: 2.3% State Target: 2.4%	2025 Annual Determination Letter TK/K-22 in a separate setting: -0.74%
1.5.j	Student Outcomes: SWD Enrollment in CTE, AP, and Dual Enrollment (unduplicated student count) (Aeries SIS; DataZone)	As of May 2024 SWD students in high school enrolled in at least 1 AP course: 21 / 6.2% SWD students in high school enrolled in at least 1 CTE course:183 / 52.1%	2024-25 SWD students in high school enrolled in at least 1 AP course: 31 / 8.5% SWD students in high school enrolled in at least 1 CTE course: 281 / 77%		May 2027 Percent of SPED student enrolled in at least 1 AP course: 15% Percent of SPED students enrolled in at least 1 CTE course: 65% Percent of SPED students enrolled	2024-25 SWD students in high school enrolled in at least 1 AP course: +10 / +2.3% SWD students in high school enrolled in at least 1 CTE course: +98 / +24.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD students in high school enrolled in at least 1 dual enrollment course: 16 / 4.5%	SWD students in high school enrolled in at least 1 dual enrollment course: 41 / 11.2%		in at least 1 dual enrollment course: 15%	SWD students in high school enrolled in at least 1 dual enrollment course: +25 / +6.7%
1.5.k	Student Outcomes: SWD Students Successfully Completing CTE Pathways	Class of 2023 SWD 60 students / 75%	Class of 2024 SWD 29 students / 44%		Class of 2026 SWD 75 students	Class of 2024 SWD -31
1.5.l	Student Outcomes: Percentage of SWD 9th graders passing IM1 with a grade C or better (Aeries SIS)	2023-24 S1 Integrated Math I: 53.5% / 15 SWD passed IM 1 with a C or better	2024-25 S1 Integrated Math I: 58% / 14 SWD passed IM 1 with a C or better		2026-27 S1 Integrated Math 1: 75% of SWD passing IM1 with a C or better	2024-25 S1 Integrated Math I: +4.5%
1.5.m	Pupil Achievement: SWD iReady Reading Assessment: Grades K-8 (iReady Assessment)	2023-24 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: 11% Early On Grade Level: 10% One Grade Level Below: 20% Two Grade Levels Below: 19% Three or More Grade Levels Below: 40% 45% Students with Disabilities Improved their Placement in	2024-25 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: 10% Early On Grade Level: 10% One Grade Level Below: 22% Two Grade Levels Below: 18% Three or More Grade Levels Below: 41%		Spring 2027 Mid-Above Grade Level: 15% Early On Grade Level: 15% One Grade Level Below: 35% Two Grade Levels Below: 15% Three or More Grade Levels Below: 20% 65% Students with Disabilities will Improve their Placement in Reading from Fall	2024-25 Diagnostic #3 SWD Results Reading Mid-Above Grade Level: -1% Early On Grade Level: 0% One Grade Level Below: +2% Two Grade Levels Below: -1% Three or More Grade Levels Below: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reading from Fall to End of the Year Assessments	51% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year		to End of the Year Assessments	+6% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year
1.5.n	Pupil Achievement: SWD iReady Math Assessment: Grades K-8 (iReady Assessment)	2023-24 Diagnostic #3 SWD Results Math Mid-Above Grade Level: 9% Early On Grade Level: 11% One Grade Level Below: 24% Two Grade Levels Below: 21% Three or More Grade Levels Below: 36% 53% Students with Disabilities Improved their Placement in Math from Fall to End of the Year Assessments	2024-25 Diagnostic #3 SWD Results Math Mid-Above Grade Level: 8% Early On Grade Level: 6% One Grade Level Below: 31% Two Grade Levels Below: 17% Three or More Grade Levels Below: 38% 51% Students with Disabilities Improved their Placement in Math from Fall to End of the Year Assessments		Spring 2027 Mid-Above Grade Level: 15% Early On Grade Level: 15% One Grade Level Below: 35% Two Grade Levels Below: 15% Three or More Grade Levels Below: 20% 70% of Students with Disabilities will Improve their Placement in Math from Fall to End of the Year Assessments	2024-25 Diagnostic #3 SWD Results Math Mid-Above Grade Level: -1% Early On Grade Level: -5% One Grade Level Below: +7% Two Grade Levels Below: -4% Three or More Grade Levels Below: +2% -2% Students with Disabilities Improved their Placement in Reading from Fall to End of the Year
1.5.o	Pupil Achievement: NWEA MAP 9-11 SWD Reading and Math Avg RIT Scores by Grade Level	2023-24 EL Reading Winter Avg RIT Scores 9: 201 10: 207 11: 204	N/A		2026-27: Grade Level RIT Scores Reading 9: 220.52 10: 222.91 11: 224.64	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Metric retired during Year 1 due to programmatic changes)	2023-24 EL Math Winter Avg RIT Scores 9: 210 10: 213 11: 210			Math 9: 228.67 10: 231.21 11: 233.49	
1.5.p	Pupil Achievement: Unduplicated and SWD ELA: Percentage of students who met/exceeded standards on SBAC	22-23 ELA: SWD: 11% EL: 4% SED: 4% Homeless: NA - sample size too small Foster Youth: NA-sample size too small	23-24 ELA SWD: 9.36% EL: 1% SED: 1.85% HY: NA - sample size too small FY: NA - sample size too small		2025-26 SWD: 25% Met or Exceeded Standard EL: 25% Met or Exceeded Standard SED: 25% Met or Exceeded Standard Homeless: NA Foster Youth: NA	23-24 ELA SWD: -1.64% EL: -3% SED: -2.15% HY: N/A FY: N/A
1.5.q	Pupil Achievement: Unduplicated and SWD Math: Percentage of students who met/exceeded standards on SBAC	22-23 Math: SWD: 7.7% EL: <1% SED: 1% Homeless: NA - sample size too small Foster Youth: NA-sample size too small	23-24 Math SWD: 8.18% EL: 2.7% SED: 1.9% HY: NA - sample size too small FY: NA - sample size too small		2025-26 SWD: 20% Met or Exceeded Standard EL.: 20% Met or Exceeded Standard SED: 20% Met or Exceeded Standard Homeless: NA Foster Youth: NA	23-24 Math SWD: +0.48% EL: +<1.7% SED: +0.9% HY: N/A FY: N/A
1.5.r	Pupil Achievement: SWD iReady Reading Assessment: Grades (9-12) (iReady Assessment)	2024-25 Diagnostic #2 SWD Results Reading	Baseline data collected during Year 1		Spring 2027 Mid-Above Grade Level: 16%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mid-Above Grade Level: 8% Early On Grade Level: 11% One Grade Level Below: 9% Two Grade Levels Below: 5% Three or More Grade Levels Below: 65%			Early On Grade Level: 22% One Grade Level Below: 20% Two Grade Levels Below: 3% Three or More Grade Levels Below: 40%	
1.5.s	Pupil Achievement: SWD iReady Math Assessment: Grades (9-12) (iReady Assessment)	2024-25 Diagnostic #2 SWD Results Math Mid-Above Grade Level: 4% Early On Grade Level: 6% One Grade Level Below: 8% Two Grade Levels Below: 5% Three or More Grade Levels Below: 78%	Baseline data collected during Year 1		Spring 2027 Mid-Above Grade Level: 16% Early On Grade Level: 16% One Grade Level Below: 15% Two Grade Levels Below: 3% Three or More Grade Levels Below: 50%	N/A

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) undertook a comprehensive implementation of actions aligned with LCAP Goal 1.5, focused on enhancing equity, access, and inclusion for diverse learners through expanded opportunities within the Least Restrictive Environment (LRE). The district prioritized the advancement of inclusive practices through strategic investments in staffing, dedicated planning time, and targeted coaching initiatives centered on Universal Design for Learning (UDL), positive behavior

interventions and supports, and relevant professional learning opportunities for staff. Furthermore, the district provided targeted instructional supports to address the unique needs of diverse learners.
While the majority of planned actions were executed with fidelity, notable distinctions emerged between the intended implementation and actual outcomes. These variances were primarily attributable to scheduling constraints, unforeseen fluctuations in projected costs, and the voluntary nature of specific professional development offerings, which resulted in variable participation rates.

Successes:

- MHUSD achieved several key successes under LCAP Goal 1.5:
- Enhanced Collaboration in Professional Development: Special education teachers engaged in collaborative professional development sessions with general education teachers. These sessions prioritized a thorough review of the rationale for inclusive practices before exploring practical classroom Universal Design for Learning (UDL) strategies.
- Integrated Lesson Planning: Following professional development, teachers collaboratively developed lesson plans that incorporated inclusive learning principles and strategies.
- Individualized Classroom Support: Subsequent observations and coaching sessions provided by The Inclusion Collaborative extended the professional development work into individual classroom settings, offering tailored support for implementation.
- Strategic Partnership for Systemic Change: The District established a partnership with Supporting Innovative Practices (SIP), specialists in inclusive education, to initiate the development of a District-wide Inclusion Committee.
- Progress Toward a Comprehensive Inclusion Plan: The foundational work undertaken with SIP has led to the ongoing development of a comprehensive District-wide Inclusion Plan.

-Enhanced Crisis Prevention and Intervention: The District's team of Board Certified Behavior Analysts (BCBAs) underwent recertification in Safety-Care before the 2024-25 school year. They subsequently provided comprehensive training in these proactive and responsive strategies to staff during back-to-school training days and throughout the following months.

- Increased Access to General Education at the Middle School Level: The strategic hiring of an additional paraprofessional at the middle school has facilitated the successful inclusion of students with prior special day class experience into the general education setting. -This support has enabled these students to access the curriculum and cultivate positive peer relationships.
- Expansion of Inclusive Early Childhood Education: The District successfully launched and staffed an inclusive preschool program in collaboration with Catalyst Kids, providing early learning opportunities in an integrated setting.
- Ongoing Professional Growth for Paraprofessionals: Paraprofessionals have participated in continuous professional development throughout the school year, focusing on key areas such as behavior support, the effective implementation of accommodations, and facilitating engaging learning centers.

Implementation Challenges and Adjustments:
Despite these achievements, implementation of some actions required mid-year adjustments due to unanticipated operational realities:

- Staffing and Participation: Participation in some district-led initiatives was lower than projected. For example, fewer paraprofessionals than anticipated were involved in voluntary professional development. Additionally, the Preschool Inclusion teacher position (1.5e) remained unfilled for a portion of the year, temporarily limiting support for instructional technology integration.
- Professional Development (PD) Modifications: The district adapted its BCBA PD model by providing on-the-job coaching whenever possible to mitigate for lack of volunteer PD, which reduced the overall cost and yielded cost savings (1.5c). An artifact of this adaptation was a slight loss in the effectiveness of implementation.

In the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) strategically implemented LCAP Goal 1.5 to improve equity, access, and inclusion for diverse learners within the Least Restrictive Environment (LRE). This was achieved through focused investments in staffing, planning, coaching in Universal Design for Learning (UDL) and behavior, professional learning, and targeted instructional supports. While most actions were implemented as planned, scheduling, cost variations, and the voluntary nature of some professional development led to some differences in actual implementation.

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

1.5.a - Professional development costs were lower than projected as schools were grouped into cohorts, reducing the number of sessions required.
1.5.b - First year costs lower than expected because the contract was paid through a grant.
1.5.c - Trainings were offered during the school day and before school started, reducing the initial cost for training.
1.5.d - The actual cost for the staff member was lower than anticipated.
1.5.e - Teacher position remained vacant until November 2024, so overall cost was lower than anticipated.
1.5.f - This action was below budget because we had fewer trainings for paraprofessionals than anticipated.

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

1.5.a - The district effectively implemented this action through professional development and coaching at three school sites.
1.5.b - The district effectively implemented this action through the creation of a committee to develop a comprehensive roadmap for inclusion.
1.5.c - The district effectively implemented this action through the provision of professional development in behavior de-escalation.
1.5.d - The district effectively implemented this action with the hiring of classified staff members to support middle school inclusion.
1.5.e - The district effectively implemented this action by hiring staff and implementing an inclusion preschool program.
1.5.f - The district effectively implemented this action by providing ongoing training in best practices, behavior, and academic supports.

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

Action Changes:
1.5.a - The Universal Design for Learning (UDL) Tier 1 focus in this action will be moved to 1.0.t.

Metric Changes
1.5.o - This metric was discontinued due to programmatic changes at the high school.
1.5.r. and 1.5.s. - These metrics were added due to programmatic changes in the high school assessment/diagnostic platform.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.5.a	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	Provide job-embedded and targeted professional development, planning, Universal Design for Learning (UDL), coaching, collaboration time for inclusive practices, and co-teaching to enhance student engagement and academic outcomes at three inclusion sites. Development of robust working partnerships that have a direct positive impact on improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$63,786.18	Yes
1.5.b	Committee to create and implement a District-wide	Stipends and subs for the steering committee to create an Inclusive Framework that will enhance student outcomes, engagement, and overall learning conditions to improve outcomes for English Learners, Foster	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)		
1.5.c	Behavior De-escalation Training - Provide training to equip educators and school staff with	Special Education Behavior De-escalation professional development on crisis intervention training to support specific classrooms and students needing the highest level of support (e.g., QBS, TCI, etc.). Addresses Differentiated Assistance goals specific to suspensions and chronic absenteeism English Learners, Foster Youth, and Socioeconomically	$33,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)		
1.5.d	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard -	One additional classified staff to support middle school inclusion and support co-teaching. Addresses Differentiated Assistance goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$55,950.01	Yes

Action #	Title	Description	Total Funds	Contributing
	Academics, Special Education Study)			
1.5.e	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	Ongoing state grant-funded preschool Inclusion teacher and paraprofessional. Support preschool students with disabilities in an inclusive environment. Addresses the goal of Continuous Improvement Monitoring for the Least Restrictive Environment (LRE). (Grant Funded)	$238,000.00	No
1.5.f	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Paraprofessional ongoing training in best practices, behavior, and academic supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (LCFF Supplemental)	$33,410.04	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.0.a	Parental Involvement/Pupil Engagement: Community Liaison Home Visits	2023-24 Less than one visit per week Attendance Rate: 92.1% Chronic Absenteeism Rate:18%	2024-25 1.5 home visits per week (average) / 6 visits per month Attendance Rate: 93.3% Chronic Absenteeism Rate: 16.9% (May 2025)		8 visits per week or 20% of weekly schedule Attendance Rate Target: 95% Chronic Absenteeism Rate: Target: 14% or less	2024-25 <+0.5 home visits per week Attendance Rate: +1.2% Chronic Absenteeism Rate: -1.1%
2.0.b	Parental Involvement: Community Liaison Family Support	2024-25 Percent of families surveyed agree or strongly agree on these statements: I know who my school community liaison is 42.3% Percent of families who contact their community liaisons for support report that their needs/ questions were successfully addressed: 67.8%addressed	Baseline data established in Year 1.		80% of families surveyed agree or strongly agree on these statements: I know who my school community liaison is 80% of families who contact their community liaisons for support report that their needs/ questions were successfully addressed	N/A
2.0.c	Parental Involvement: Community Liaison Professional Development	2023-24 30% (4/13) Community Liaisons participated in at least 3 family engagement professional development activities	2024-25 92.3% (12/13) Community Liaisons participated in at least 3 family engagement		All Community Liaisons participate in at least 3 formal family engagement professional development activities per year.	2024-25 +62.3%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Track and increase the percentage of families participating in Back to School Night and Open House	82% of families responding to a district survey attended Back-to-School night or Open House 2024-2025 Note: Comprehensive baseline data from schools regarding attendance at Back-to-School Night and Open House will be collected starting in 2024-25	77% of families responding to the district survey attending Back-to-School Nigh or Open House. Across 11 of 13 schools, 54% of families reported attending Back to School Night/Open House.		district survey attended Back-to-School Night or Open House	-5%
2.0.g	Parental Involvement/Pupil Engagement: Family and Community Engagement Plan Implementation	2023-24 Survey Data: Cultural Proficiency 54% of families interviewed agree: I see my child's culture, interests, and values reflected at my child's school Parental Involvement: 69% of families surveyed: My child's school encourages parental involvement Volunteering: 46% of families surveyed have volunteered in their child's school	2024-25 Survey Data: Cultural Proficiency 70% of families interviewed agree: I see my child's culture, interests, and values reflected at my child's school (...incorporate(s) families cultures into class lessons) Parental Involvement: 85% of families surveyed: My child's school encourages		Cultural Proficiency 80% of families surveyed agree or strongly agree: I see my child's culture, interests, and values reflected at my child's school Parental Involvement: 80% of families surveyed agree or strongly agree: My child's school encourages parental involvement Volunteering	2024-25 Survey Data: I see my child's culture, interests, and values reflected at my child's school (...incorporate(s) families cultures into class lessons): +16% My child's school encourages parental involvement (..invite(s) families to join the school community): +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Note: 471 district parents participated in the 23-24 district survey; 5,579 families in grades Transitional Kindergarten-12 districtwide	parental involvement (..invite(s) families to join the school community) Volunteering: 46% of families surveyed have volunteered in their child's school Note: 224 district parents participated in the 24-25 district survey; 5100 families in grades Transitional Kindergarten to Grade 12.		55% of families surveyed have volunteered in their child's school	Families surveyed have volunteered in their child's school: No change (0)
2.0.h	Parental Involvement: Communication with Families	2023-24 67% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress 69% of families surveyed agreed: My child's school shares data with families about student skill levels (Note 24-25: this question is being	2024-25 73% of families surveyed agreed: My child's school effectively communicates with parents regarding their child's progress (tell me how well my child is doing in school) New metrics: N/A		95% of families surveyed agree: My child's school effectively communicates with parents regarding their child's progress 80% of families surveyed agreed: My child's school use(s) information families share to	My child's school effectively communicates with parents regarding their child's progress (tell me how well my child is doing in school): +6% My child's teacher has shared how the school addresses the diverse learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		removed from this metric) 2024-25 (new) 58% of families surveyed agreed: My child's school use(s) information families share to teach students in different ways 61% of families surveyed agreed: My child's school invite(s) families to share information about how their child learns. Note: 471 district parents participated in the 23-24 district survey; 5,579 families in grades Transitional Kindergarten-12 districtwide	Note: 224 district parents participated in the 24-25 district survey; 5100 families in grades Transitional Kindergarten to Grade 12.		teach students in different ways 80% of families surveyed agreed: My child's school invite(s) families to share information about how their child learns.	needs of all students: N/A I have had at least two opportunities to share insights about my child's learning needs and interests with their teacher: N/A

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) implemented a robust set of actions under LCAP Goal 2 to strengthen family and community partnerships, with a focus on supporting English Learner families and those experiencing economic hardship. These efforts were grounded in the district's Family and Community Engagement (FACE) Plan and endorsed by bilingual staffing at school sites, expansion of family resource offerings, and increased opportunities for family voice in district decision-making.

While implementation was largely successful, the district faced staffing challenges. It recognized a need to enhance outreach and communication strategies to consistently and effectively engage a broader cross-section of families.

Successes
MHUSD achieved key milestones under Goal 2 during the 2024–25 school year:

- Bilingual Support at School Sites (2.0a, 2.0b): Every school site was staffed with a bilingual community liaison who supported communication between home and school. All liaisons participated in at least one professional development activity, with 12 out of 13 completing three or more. Monthly meetings with the FACE Director focused on shared learning, calibration across sites, and skill-building. Interpretation training for IEP meetings was held at the start of the year, and feedback confirmed its practical value.
- FACE Center Expansion (2.0c): The FACE Center hosted a wide range of activities, including Parent University classes (ESL and SSL), Mommy & Me preschool, mental health and dental services, Coffee Chats with the Superintendent, and professional learning. A total of 475 individuals participated in at least one in-person event, and plans are in place to expand services to include a childcare center serving up to 50 children ages 0–4, with funding from Silicon Valley Health Foundation and Go Kids.
- Parent and Guardian Engagement (2.0e): More than 199 parent education events were held, with 798 unique participants and 2,521 total engagements across FACE events. Highlights included online workshops in early literacy and STEM through PIQE, computer literacy courses for young parents, and the distribution of over 80 free computers. The district will prioritize continuing these high-demand offerings into the 2025–26 school year.
- Integration with School Plans (2.0f): The FACE Plan was implemented across the district, with all principals incorporating at least one element into their 2025–26 School Plan for Student Achievement. A significant budget increase is proposed for next year to support implementation and build site-level capacity for family partnership initiatives.
- Support for English Learner Families (2.0g): The District English Learner Advisory Committee (DELAC) met monthly and presented their year-end report to the Board of Education. To promote consistency across sites, the FACE Director provided standardized ELAC meeting agendas and presentations for use by principals. The Migrant Parent Advisory Committee (MPAC) also met six times and hosted academic events, including literacy and math nights.

Implementation Challenges and Adjustments
Several key challenges affected the implementation of Goal 2 initiatives:

- Staffing Instability (2.0d): The FACE Lead position experienced turnover, with temporary staffing in place from the start of the school year until a new hire was finalized in May. This created some disruptions in coordination and strategic follow-through.
- Outreach and Engagement Gaps: Despite strong participation in many FACE events, marketing and outreach efforts continued to be a challenge in fully engaging all families. To address this, the district is prioritizing improvements to the FACE website and expansion of its social media presence. Plans for 2025–26 include bringing together family leaders from all 13 schools to collaborate, share ideas, and increase family partnership districtwide.

Overall, MHUSD made steady progress toward Goal 2 by strengthening family engagement structures, expanding access to resources, and prioritizing services for multilingual and economically underserved families. Key successes included increased participation in FACE programs, alignment of school site plans with FACE goals, and districtwide coordination of ELAC and MPAC efforts. Continued investment in staffing, infrastructure, and outreach strategies will be crucial to scaling these efforts further and ensuring inclusive, responsive family partnerships across the district.

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

2.0.c - Cost estimates were higher than actual costs.
2.0.d - We had a three-month vacancy in our FACE Lead position, which resulted in lower costs. The district actively recruited and has hired a FACE Lead.
2.0.e - Cost below budget due to lower contract costs for parent programs.
2.0.f: - No FACE plan implementation costs this year.
2.0.g - Expenses were lower than projected.

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

2.0.a - The district effectively staffed each school with a bilingual community liaison.
2.0.b - The district effectively provided professional development to the community liaisons.
2.0.c - The district effectively provided a dedicated space for a Family and Community Engagement Center.
2.0.d - Implementation was ineffective due to difficulty finding qualified staff to fill the position and the turnover of hired staff. The position was filled in May.
2.0.e - The district effectively provided parent/guardian education opportunities.
2.0.f - The district effectively developed a plan for implementation of the FACE plan, including a three-year timeline.
2.0.g - The district effectively held monthly DELAC meetings, delivering all required topics. MHUSD effectively held six MPAC meetings covering all the necessary topics.
2.0.h - The district effectively collaborated with school sites to ensure implementation of district-level family engagement priorities at the school-site level.

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

Metric Changes
2.0.b. - Baseline information was established in Year 1 and is reported under the Baseline column for this metric.
2.0.c - Baseline information was adjusted to make clearer the intent of the metric as well as easier tracking of information.
2.0.d - Additional baseline information was established in Year 1 and added under the Year 1 column; these are demographic groups (EL, SWD, and SWD) of the participants.
2.0.h - Baseline information that was collected during Year 1 was added to the baseline information and addressed under Year 1 Outcomes as well. Additionally, the second question in the metric, which states, " [percentage] families surveyed agreed: My child's school shares data

with families about student skill levels," is being removed from the metric entirely as there was a small redesign in the 2024-25 LCAP survey questions. The baseline information, Year 1 outcome data, and target outcome data has been updated to reflect alignment with these changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.0.a	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Bilingual Community Liaisons at each school site within MHUSD are dedicated to providing comprehensive support to families, with a particular emphasis on English Learner students. These liaisons serve as vital conduits between home and school, offering outreach, communication, resource access, interpretation, and translation services to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$384,398.72	Yes
2.0.b	Community Liaison Professional Development - Provide training programs designed to enhance the skills	Professional development opportunities tailored to the needs of Community Liaisons, including workshops on topics such as improving their translation skills and conducting home visits, consultations, and participation in county and state conferences, with provisions for registration fees, lodging, travel, release time, extra hours, and stipends as necessary. Additionally, fostering collaboration among liaisons across the	$18,168.29	Yes

Action #	Title	Description	Total Funds	Contributing
	and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	school district will serve as a vital strategy for maximizing their effectiveness and ensuring continuous improvement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)		
2.0.c	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and	The Family and Community Engagement Center's primary objective is to create and maintain a welcoming and inclusive space that facilitates family and community partnerships, promotes access to vital resources, and supports the holistic well-being of students and their families to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Funds will be used to maintain the operation of services and activities currently provided and continue to build on the key strategies and initiatives. Cost for contracts, stipends, materials, and supplies. (LCFF Supplemental)	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.d	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Bilingual Family and Community Engagement Lead position to support Family and Community Engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The Family and Community Engagement (FACE) Lead will play a pivotal role in organizing activities, fostering a welcoming environment, and tracking usage and demographic data to assess the impact of the Family and Community Engagement (FACE) Center on student achievement and family engagement. (LCFF Supplemental)	$84,560.01	Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0.e	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism,	Provide education for families to assist their children in navigating the school system successfully to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (e.g., Parent University, PIQE, Annual CABE conference, etc., including food, childcare, supplies, printing and marketing costs, extra hours, stipends, travel, lodging, etc.). Parent education offerings will be shaped by continual feedback from the school community, ensuring relevance and effectiveness. Regular surveys and focus groups will help shape the menu of offerings to meet families' evolving needs, making it a dynamic resource that adapts to changing community demographics and challenges. (LCFF Supplemental)	$30,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Suspension, Graduation Rate)			
2.0.f	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Implement the Family and Community Engagement plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (extra hours for staff, professional development, transportation, food, supplies, childcare for family events, and professional conferences). (LCFF Supplemental)	$81,580.40	Yes
2.0.g	District English Learner Advisory Committee (DELAC)	Support regular meetings of the District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) parent/guardian advisory committees to confer and consult on	$800.00	No

Action #	Title	Description	Total Funds	Contributing
	and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively support the academic success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	district initiatives. Expenses include materials, hospitality, child care, and guest speakers. (Title III- English Learner and Title III-Migrant Funding).		
2.0.h	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and	Collaborate with school sites in aligning the District initiative to engage families and the community in supporting the academic needs of unduplicated student groups through increased communication opportunities and avenues as well as parent meetings and family events to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(LCFF Supplemental)	$458,736.37	Yes

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (CA Dashboard)			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.a	Pupil Engagement: Attendance Rate as of P2 (CALPADS)	2023-24 P2 Attendance Rate: 92.8%	2024-25 P2 Attendance Rate: 93.3%		Attendance Rate: 95%	2024-25 P2 Attendance Rate: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.b	Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)	2023-24 Chronic Absenteeism Rate: 19.4% (as of May 2024) EL: 24.6% SED: 28.7% SWD: 33.5% African-American: 24.2% Latino/Hispanic: 24.9% White: 13.8% Two or more: 14.4%	2024-25 Chronic Absenteeism Rate: 16.9% (as of May 2024) EL: 21.1% SED: 25.1% SWD: 27.5% African-American: 23.8% Latino/Hispanic: 21.4% White: 11.7% Two or more: 11.6%		Chronic Absenteeism Rate: 14% EL: 19.6% SED: 23.7% SWD: 28.5% African-American: 19.2% Latino/Hispanic: 19.5% White: 8.8% Two or more: 9.4%	2024-25 Chronic Absenteeism Rate: -2.5% EL: -3.5% SED: -3.6% SWD: -6% African-American: -0.4% Latino/Hispanic: -3.5% White: -2.1% Two or more: -2.8%
3.0.c	Pupil Engagement: Middle School Dropout Rate (CALPADS)	2022-23 Middle School Dropout Rate: 0	2023-24: Middle School Dropout Rate: 0		Middle School Dropout rate: 0%	2023-24: Maintained at 0
3.0.d	Pupil Engagement: High School Dropout Rate (DataQuest)	2022-23 High School Dropout Rate: 2.8%	2023-24: High School Dropout Rate: 2.9%		High School Dropout Rate: 1%	2023-24: High School Dropout Rate: +0.1%
3.0.e	Pupil Engagement: High school graduation rates (Cohort/DataQuest)	2022-23 Graduation Rate: 92.8%	2023-24 Graduation Rate: 91.8%		95% Graduation Rate	2023-24 Graduation Rate: -1%
3.0.f	School Climate: Suspension Rate (DataQuest)	2022-23 Suspension Rate: 5.3% EL: 8.6% SED: 8.2 % SWD: 9.9%	2023-24 Suspension Rate: 5.5% EL: 7.6% SED: 7.9% SWD: 10.2%		Suspension Rate: 3% EL: 6.3% SED: 5.9 % SWD: 7.6%	2023-24 Suspension Rate: +0.2% EL: -1% SED: -0.3% SWD: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African-American: 10.7% Pacific Islander: 22.6% HY: 9.3% Latino/Hispanic: 7.2% White: 3.3% SWD/EL: 12.2% SWD/FY: Data unavailable due to group size SWD/SED: 13.2%	African-American: 10.4% Pacific Islander: 7.4% HY: 8.4% Latino/Hispanic: 7.2% White: 3% SWD/EL: 10.5% SWD/FY: N/A SWD/SED: 16.2%		African-American: 8.4% Pacific Islander: 20.3% HY: 7% Latino/Hispanic: 4.9% White: 1.5% SWD/EL: 6% SWD/SED: 6%	African-American: -0.3% Pacific Islander: -15.2% HY: -0.9% Latino/Hispanic: No change (0%) White: -0.3% SWD/EL: -1.7% SWD/SED: +3%
3.0.g	School Climate: Expulsion Rate (DataQuest)	2022-23 Expulsion Rate: 0%	2023-24 Expulsion Rate: 0.10%		Expulsion Rate: 0%	2023-24 Expulsion Rate: +0.10%
3.0.h	School Climate: Survey Responses School Climate	2023-24 43% of students in grades 5-12 completed at least one (1) climate and culture survey	2024-25 41% of students in grades 5-12 completed at least one (1) climate and culture survey Note: The completion of the CHKS survey is still pending thus impacting the reported completion rate (grades 6,7,9,11)		60% of students in grades 5-12 will complete at least 1 climate and culture survey	2024-25 -2%
3.0.i	Pupil Engagement: Number of home visits completed by CARE staff (Aeries)	2023-24 Number of home visits: 200	2024-25 Number of home visits: 225		200 home visits completed a year	2024-25 +25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.j	Pupil Engagement: Number of community events and outreach (resource fairs, food distributions, and workshops) (DataZone)	2023-2024 Number of outreach/events per year: 20	2024-2025 Number of outreach/events per year: 54		Increase by 10% a year 2026-27 Number of outreach/events per year: 26	2024-25 +34
3.0.k	School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)	2023-24 Baseline (Second Step): 43% completion rate K-5	2024-25 Second Step: 77% completion rate K-5		85% completion rate K-5 Target for Year 3 Outcome adjusted made due to outcome after Year 1	2024-25 Baseline (Second Step): +34%
3.0.l	Pupil Engagement: Percentage of students referred out to for School Linked Services (SLS) and Prevention Early Intervention (PEI) for qualifying schools (DataZone)	2023-24 Intensive/Tier 3 Referral Range 3.4%	2024-25 Intensive/Tier 3 Referral Range 2.2%		Intensive/Tier 3 referral range between 1%-3% of district populations referred out.	2024-25 -1.2%
3.0.m	School Climate: Safety Assessment Training	2024-25 22 administrators trained on safety assessment process; 1 trained as the train-the-trainer	Established the baseline during Year 1.		All administrators will be trained on safety assessment process, site teams will be trained in threat assessment, and we will have 3 train the trainers.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0.n	Pupil Engagement/School Climate: The number of school activities (academic, sports, and special events) SRO was active and present for.	2023-24 Number of events: 18	2024-25 Number of events: 27		2026-27 Number of events district wide: 25	2024-25 Number of events: +9
3.0.o	School Climate and Safety The School Resource Officer will support administrators, help reduce illegal activity on campuses, and reduce the number of police reports.	2023-24 57 reports made	2024-25 50 reports made		2026-27 Reduce by 10% which would equal 52 referrals (rounded up because you cannot have a partial report).	2024-25 -7

Goal Analysis [2024-25]

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

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

Morgan Hill Unified School District (MHUSD) dedicated the 2024–25 academic year to implementing a range of actions under LCAP Goal 3.0 to promote student well-being, strengthen support systems, and cultivate a positive school climate. With a focus on equitable support for all students, especially English Learners, Foster Youth, and Socioeconomically Disadvantaged students, the district invested in expanded counseling services, staff training on social-emotional learning, and programs designed to enhance school connectedness. While implementation largely followed the intended plan, some adjustments were necessary due to staffing, scheduling, budget variances, and strategic refinements to maximize the positive impact on student well-being and engagement.

Successes

- The district deepened its commitment to Positive Behavioral Interventions and Supports (PBIS) through extensive professional learning, including two full-day sessions for administrators, counselors, and support staff, four half-day in-person training with site

PBIS teams, seven coaching days at individual school sites, and a dedicated in-person training for the extended Cabinet led by PBIS trainer Heather Robbins.

- Instructional materials and curriculum (e.g., Second Step, Project Cornerstone, and Been Seen Be Heard) were fully implemented across all relevant grade levels, supporting educators in providing differentiated instruction based on student data.
- The district significantly advanced its documentation processes by prioritizing the implementation of Beyond SST, providing comprehensive training, readily accessible flowcharts, and consistent, ongoing support for teachers, administrators, and support staff to streamline workflows and ensure compliance.
- The district made significant strides in enhancing school safety protocols by providing comprehensive threat assessment training to school site teams and collaborating with administrators to establish clear processes and procedures for effectively addressing campus threats.

-The district prioritized student engagement and attendance through targeted initiatives, including implementing Saturday Academy, focused interventions to reduce chronic absenteeism and professional development opportunities for staff and families. It emphasized the critical role of consistent attendance in student success.

Implementation Challenges and Adjustments

- The district offered multiple opportunities for students, staff, and families to share their input through various surveys and engagement activities. Recognizing the importance of maintaining meaningful participation and avoiding survey fatigue, we strategically stagger some surveys over time. This approach helps ensure high-quality feedback while respecting the time and capacity of our families.
- Staffing needs at the sites made it difficult to pull people away for training, resulting in expenditures being below budget.

-The demand for mental health referrals and support services exceeded initial projections, highlighting the growing importance of accessible and responsive care for students. Additionally, the rollout of new platforms, along with the need for continued training on existing systems, prompted a strategic shift in our professional development priorities. As a result, we expanded training opportunities to ensure staff are well-equipped to utilize these tools effectively and meet the evolving needs of our school communities.
-In response to evolving student needs, we made strategic adjustments to our partnerships with community-based organizations. This included transitioning away from some originally budgeted partners and establishing contracts with others better aligned to current priorities and areas of support

Morgan Hill Unified School District (MHUSD) advanced its commitment to student well-being, school connectedness, and equitable support through targeted actions aligned with LCAP Goal 3.0. Key investments included expanded counseling services, SEL-focused staff development, and implementing evidence-based programs like PBIS, Second Step, and Beyond SST. The district also enhanced safety protocols through threat assessment training and strengthened student engagement through attendance initiatives such as Saturday Academy.

While implementation was largely successful, adjustments were made in response to staffing constraints, shifting student needs, and evolving priorities. These included staggered survey timelines to mitigate fatigue, reallocating resources due to training limitations, expanding professional development to support new digital platforms, and realigning CBO partnerships to serve students better. These efforts reflect MHUSD’s ongoing dedication to fostering a safe, inclusive, and responsive school environment.

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

3.0.a - The Hanover Survey came in under budget based on the survey we used. Additionally, we did not offer as many survey options for the California Healthier Kids Survey, and we are skipping Satchel this year and incorporating it into next year's plan.
3.0.b - The contract for our PBIS trainer was finalized under the anticipated budget. Additionally, due to challenges in securing substitute coverage, many teachers on the Climate and Culture Teams were unable to attend the scheduled training days. As a result, the allocated funds for substitute coverage were not utilized.
3.0.c - We received a grant at the end of last year, which allowed us to cover the costs associated with the goal outlined in the plan. The actual cost was $0 from Supplemental funds. For 25-26, the district intends to spend down this funding allocation. A contract from a provider has been secured and will be paid from Supplemental funding.
3.0.d - We incurred additional curriculum costs for Second Step due to the inclusion of Transitional Kindergarten (TK) and the need for extra Kindergarten classroom kits. Additionally, the Be Seen, Be Heard contract exceeded the originally budgeted amount.
3.0.e - We incurred less costs than anticipated and some of the costs were covered by a local grant.
3.0.f - We exceeded our budget allocation due to an increased need for DocuSign licenses and usage, driven by a higher volume of mental health referrals, special education documentation, and contractual agreements requiring electronic processing.
3.0.h - We came in below budget because we were able to negotiate a lower contract cost with the agency.
3.0.j - We received a grant at the end of last year, which allowed us to cover some of the costs associated with the goal outlined in the plan.
3.0.m - We received a grant at the end of last year, which allowed us to cover some of the costs associated with this goal outlined in the plan; SCYTF was included in this action total; however, it is already accounted for in LCAP 3.0.l (the grant).
3.0.n - Estimated actual is 81% less than planned. However, the spending remains on track according to the implementation plan, grant budget, and advisory committee direction. The school sites are spending the money according to their needs assessments, and this expenditure is expected to continue for 25-26.

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

3.0.a - This action was effective, providing valuable data to inform decision-making and support continuous improvement. The district administered multiple surveys, including the California Healthy Kids Survey, Satchel Pulse, and Hanover research tools, to gather feedback from students, families, and staff.
3.0.b - The district provided ongoing school culture and climate training through a dedicated PBIS coach and professional development sessions. This action was effective, as all sites received targeted coaching and support, resulting in measurable growth in PBIS implementation and school-wide climate plans.
3.0.c - This goal was partially effective. We adjusted our partnerships to meet student needs better, discontinuing some and adding others to ensure continued progress toward our goal.
3.0.d - The actions implemented under this goal were effective in advancing progress. All school sites participated in the Second Step SEL curriculum, with most completing the majority of lessons. Additionally, all sites implemented the “Be Seen, Be Heard” curriculum. Elementary sites engaged in Project Cornerstone, and SEL-focused professional development was provided to staff. These efforts collectively supported our Social-Emotional Learning (SEL) goals.

3.0.e - Support for foster and homeless youth was maintained through the provision of VTA passes, school supplies, hygiene kits, and other essential resources. This action was effective, ensuring students had the means to attend school regularly and meet basic needs. Expenditures remained within budget, and services were enhanced through donations and community partnerships.
3.0.f - This goal was effective; all sites were trained in BeyondSST, with continued support provided to staff for implementation. The ongoing use of Scribbles and DocuSign has also improved documentation and compliance efforts.
3.0.g - The district supported expelled students through alternative placements and rehabilitation plans. This action was effective, with referrals made to SCCOE's Expelled Youth Program and services aligned to CA Dashboard indicators.
3.0.h - This goal was effective, all of our administration is trained in tier 1 threat assessment, and the majority are trained in tier 2, we also have 3 train the trainers.
3.0.i - The district utilized Our School Link services to connect students with community-based organizations and facilitate referrals for PEI and SLS services through Behavioral Health. Additionally, our School Link staffed tables at community events and hosted family events with strong turnout. This action was effective, improving access to mental health support and strengthening family engagement.
3.0.j - CARE specialists supported students with exceptional needs, focusing on Foster Youth and Socioeconomically Disadvantaged families. They completed over 200 home visits, connected hundreds of families to housing resources, facilitated more than 18 food distributions, and staffed tables at community events and district resource fairs. This action was effective in providing essential support and strengthening community engagement.
3.0.k - The district implemented initiatives to promote student engagement and regular attendance, including a districtwide Attendance Challenge. This action was effective, resulting in increased student attendance and fostering a positive school climate.
3.0.l - The district partnered with the Santa Clara Youth Task Force (SCYTF) to provide enhanced social-emotional support, prevention, intervention, and restorative practices for all students. This action was effective, expanding access to resources and strengthening student engagement in positive behavior and wellness.
3.0.m - The Youth Driven Programs Grant supported mental health and wellness services, providing individual and group check-ins for 450 students. The program hosted 9th-grade character award ceremonies, offered summer connection activities for transition grades, provided training for Link Crew, and hosted 4 parent engagement nights. This action was effective in promoting student well-being, positive transitions, and family involvement.
3.0.n - The Community Schools Grant supported services beyond academics, including health, family engagement, and enrichment programs. Schools introduced dental services during the day and expanded their clubs and student activities. This action was effective in promoting collaboration among schools, families, and community partners to improve student outcomes.
3.0.o - This goal is effective; all the sites were able to incorporate Climate and Culture goals into their site plans and goals.
3.0.p - The School Resource Officer provided proactive community relations, direct site support, and staff training. This action was effective in enhancing school safety, fostering positive relationships, and supporting improved student outcomes across all sites.

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.

Metric Changes:
3.0.f - The student group "SWD/FY" was removed from the metric due to lack of data available for those dually identified students.
3.0.m - The baseline data for 3.0.m was updated to include baseline data collected during the 2024-25 school year.

3.0.k - The Target for Year 3 Outcome was adjusted from 55% to 85% due to the outcome reached after Year 1 after implementation of SecondStep with fidelity.

Action Changes:
3.0.f - We are moving BeyondSST to goal 1.0.t.
3.0.g - We are adjusting this contract amount because we have fewer students who are expelled.
3.0.l - A grant is no longer funding this SCYTF. LCFF Base Funding will fund this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.0.a	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and	Surveys to gather student, family, and community feedback and input (e.g., Satchel, Hanover, California Healthy Kids Survey, Data Zone, etc.) to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$76,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.b	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated	Professional Development, release time, stipends, extra hours, materials and supplies, and program licenses to develop and implement a holistic approach to support students and staff's social, emotional, and behavioral needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$91,082.88	Yes

Action #	Title	Description	Total Funds	Contributing
	Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.c	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA	Professional development, release time, stipends, extra hours, materials and supplies, and program licenses to establish a comprehensive social-emotional support framework that integrates activities and partnerships to foster healthy life skills and enhance social-emotional engagement, prevention, and restorative practices for students to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (e.g., South County Youth Task Force, Living Above the Influence, New Hope for Youth, Differentiated Response, etc.). (LCFF Supplemental)	$34,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.d	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Professional development, release time, stipends, extra hours, materials and supplies, and program licenses to establish a comprehensive social-emotional learning initiative spanning grades TK-12, integrating K-12 education on child abuse, human trafficking, gun violence awareness, and delivering tobacco use prevention education through lessons, activities, and school-wide awareness events, etc. to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (e.g., Project Cornerstone, Second Step, Be Seen and Be Heard, Satchel, etc.). (LCFF Supplemental and Restricted Lottery)	$71,185.00	Yes
3.0.e	Foster and Homeless Support - Provide assistance and resources to students	Professional development, release time, stipends, extra hours, materials and supplies, and travel vouchers provide comprehensive support services to students facing various barriers, including those living in foster care, experiencing homelessness, and facing economic hardship, to improve	$33,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
	who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	student outcomes for Foster and Socioeconomically Disadvantaged students. (Title I and LCFF Supplemental)		
3.0.f	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Professional development, release time, stipends, extra hours, and program licenses for digital licenses to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$30,466.67	Yes

Action #	Title	Description	Total Funds	Contributing
3.0.g	Educational Alternative Placements - Provide specialized educational settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).	For expelled youth in a Santa Clara County school district, the Santa Clara County Office of Education Expelled Youth Program to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Base)	$192,000.00	No
3.0.h	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated	Safety Training will provide proactive community relations, outreach, direct site support, and safety assessment training for site staff to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$21,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.i	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Provide connections to outside CBOs and direct referral process for PEI and SLS services through behavioral health to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Grant Funded)	$159,674.00	No
3.0.j	CARE Program - Provide staff to form collaborative partnerships between	CARE specialists support students with exceptional needs, focusing on Foster Youth and Socioeconomically Disadvantaged students. Specialists will connect students to community-based organizations, school-linked services, and social-emotional counseling to improve outcomes for Foster	$632,316.00	Yes

Action #	Title	Description	Total Funds	Contributing
	families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Youth and Socioeconomically Disadvantaged students. (LCFF Supplemental)		
3.0.k	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and	Professional development, release time, stipends, extra hours, materials, incentives, and supplies to increase student attendance and reduce truancy and chronic absenteeism to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$92,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)			
3.0.I	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard -	Partnership with SCYTF to provide additional support and resources in social-emotional engagement, prevention, interventions, and restorative practices for all students to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Base Funding)	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.m	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Youth-driven programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (California Reducing Disparities Project). (Grant Funded)	$396,770.17	No
3.0.n	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to	Community schools offer services beyond academics, including health, family engagement, and enrichment programs. This grant supports establishing or expanding these initiatives, promoting collaboration among schools, families, and community groups to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Grant Funded)	$2,062,500.00	No

Action #	Title	Description	Total Funds	Contributing
	promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0.o	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English	Collaborate with school sites to implement the District initiative to meet student engagement, social-emotional learning, and school climate through extra hours for staff, transportation for field trips, and additional materials related to student engagement to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$567,352.57	Yes

Action #	Title	Description	Total Funds	Contributing
	Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).			
3.0.p	School Resource Officer to provide proactive community relations to improve success for all students.	The school resource officer will provide proactive community relations, parent-project, outreach, direct site support, and training for site staff to improve student outcomes for all students (LCFF Base Funding)	$140,400.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1.a	School Climate: Number of visits to the wellness centers during class time	2023-24 (as of April 2024) Total: 13049 K-5: 2301	2024-25 (as of May 2025) Total: 7671 K-5: 2080		Increase by 5%: Total: 13701 K-5: 2416 K-8: 1412	2024-25 (as of May 2025) Total: -5378 K-5: -221

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K-8: 1345 Middle Schools: 4911 High School: 4492	K-8: 1181 Middle Schools: 2140 High School: 2270		Middle School:5156 High School: 4716	K-8: -164 Middle Schools: -2771 High School: -2222
3.1.b	School Climate: Number of students referred to outside agencies and community partnerships.	2023-24 (as of April 2024) Total: 209 Elementary Schools: 56 K-8: 57 Middle Schools: 36 High Schools: 60	2024-25 (as of May 2025) Total: 302 Elementary Schools: 85 K-8: 73 Middle Schools: 85 High Schools: 59		Intensive/Tier 3 referral range between 1%-3% of district populations referred out. Total: 84- 241 Elementary:26-79 students K-8: 13-39 students Middle Schools: 15-45 students High Schools: 26-78 students	2024-25 (as of May 2025) Total: +93 Elementary Schools: +29 K-8: +16 Middle Schools: +49 High Schools: -1
3.1.c	School Climate: Number of mental health engagement activities that are hosted on-site by wellness	2023-24 Whole school activities grades TK-5: 5 per semester (1 for parents) 6-12: 10 per semester (2 for parents)	2024-25 Whole school activities grades TK-5: 8/semester 6-12: 13/semester		Whole school activities: TK-5: 8 per semester 6-12: 13 per semester	2024-25 TK-5: +3 6-12: +3
3.1.d	School Climate: Number of referrals to the wellness center	2023-24 (as of April 2024) Total: 1243 Self referral: 183 Staff referral:1002 Parent/Guardian referral: 56	2024-25 (as of May 2025) Total: 1090 Self referral: 149 Staff referral: 872 Parent/Guardian referral: 69		Increase by 5% Total: 1305 Self referral: 192 Staff referral: 1052 Parent/Guardian referral: 58	2024-25 (as of May 2025) Total: -153 Self referral: -34 Staff referral: -130 Parent/Guardian referral: +13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1.e	School Climate: Number of visits of students during non-class time (before school, brunch, after school)	2023-24 (as of April 2024) Total: 25,488 Middle Schools: 18431 High Schools: 7057	2024-25 (as of May 2025) Total: 42658 Middle Schools:16642 High Schools: 11038		Increase by 2% Total: 25997 Middle Schools: 18799 High Schools: 7198	2024-25 Total: +17170 Middle Schools: -1789 High Schools: +3981
3.1.f	School Climate: Number of students who know about the wellness centers and how to access them.	2024-25 38% of students reported that they know about the wellness centers and how to access them	Baseline data was collected during Year 1		100% of students will know about the wellness centers/spaces, and how to access them.	N/A

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, Morgan Hill Unified School District (MHUSD) executed a set of coordinated actions aligned with its LCAP Goal 3.1 to promote student wellness and engagement through the expansion of Wellness Centers and related support services. These actions centered on creating emotionally safe environments for students, staff, and families while strengthening partnerships with community-based organizations to enhance access to mental health resources and trauma-informed care.**

Although several initiatives were implemented as planned, some adjustments were required due to staffing limitations and evolving service delivery models. These shifts influenced the frequency and accessibility of Tier I wellness supports but did not alter the district's broader commitment to whole-child development and responsive care.

Successes
MHUSD achieved several notable outcomes in support of Goal 3.1:

- Expanded Wellness Center Services: Wellness Centers continued to serve as hubs for mental health support and well-being, offering a range of services including short-term therapy, mindfulness workshops, restorative practices, and art-based interventions. Centers also played a key role in connecting students and families to external mental health providers and wraparound services.

- Increased Student Engagement with Wellness Resources: Utilization of Wellness Center services increased during the year, as reflected by a rise in student referrals and participation. This rise in engagement suggests that awareness and trust in available resources continued to build across school communities.
- Strengthened Community Partnerships: The district deepened its relationships with community-based mental health organizations, ensuring that services were better aligned with the evolving social-emotional and behavioral needs of students.
- Proactive Safety and Mental Health Training: MHUSD delivered targeted threat assessment training for school site teams and administrators, supporting the development of clear, standardized procedures for responding to safety concerns and promoting a secure learning environment.

Implementation Challenges and Adjustments
While the district advanced key components of Goal 3.1, several factors affected the full implementation of planned actions:

- Reduced Staffing Availability: Due to staffing reductions, some Wellness Centers experienced limited availability during instructional hours. This impacted walk-in access and contributed to a reduction in Tier I wellness programming at certain sites.
- Realignment with MTSS Framework: MHUSD began restructuring its wellness team to more intentionally integrate supports within the district's Multi-Tiered System of Supports (MTSS) framework. This transition is designed to strengthen coordination across tiers and improve responsiveness to student needs. As with any systems-level change, this realignment required reflection, capacity-building, and continuous improvement efforts to ensure long-term sustainability.

Despite these challenges, MHUSD remained committed to advancing student well-being through accessible, equity-centered supports. Lessons learned from this year's implementation are informing the refinement of wellness services and staffing structures in the 2025–26 plan.

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

3.1.a - We are below budget because we received a grant that covered some of the stipends and CBO partnership costs.
3.1.c - This is expensed from the CYBHI Valley Health Grant. Infrastructure and stipend expenditures were lower than anticipated, resulting in a 75% material variance between planned and estimated actual expenditures. Implementation of this grant is on track for the 25-26 school year.

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

3.1.a The wellness centers and designated spaces continue to serve all students by providing effective, ongoing support across the spectrum of mental health services—including prevention, intervention, and postvention

3.1.b Our Wellness Centers are now fully staffed, with personnel allocated strategically to meet the needs of each site. Additionally, we continue to support a robust intern program, providing supervision aligned with student needs and ensuring high-quality service delivery across all wellness spaces.
3.1.c We are meeting all required milestones and deadlines outlined in the implementation plan for the Wellness Center Grant. Concurrently, we are working collaboratively with the Facilities Department to enhance the infrastructure of the wellness spaces, ensuring improvements are both student-centered and aligned with budgetary constraints.
3.1.d We have increased support at the elementary sites to support ongoing access leading to college and career readiness, we continue to work with school sites on planning activities and promotion of a college and career-going culture.

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

Action Changes:
3.1.b - One funding source changed from Learning Recovery Grant to LCFF Base funding. This action is multi-funded.

Metric Changes
3.1.f - The baseline for this metric was established during the 2024-25 school year. The data under the 'baseline' was updated to reflect the new data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1.a	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster	Professional development, release time, stipends, extra hours, materials, and supplies to support staff, students, and families' social, emotional, and wellness needs to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Supplemental)	$57,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.1.b	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and	Staffing, professional development, release time, stipends, extra hours, materials, and supplies to provide school-based mental health support and promote self-regulation through guided activities to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (LCFF Base, LCFF Supplemental, and Grant Funded)	$989,012.66	Yes

Action #	Title	Description	Total Funds	Contributing
	Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.1.c	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism,	A new wellness center (Central), infrastructure (Central, Murphy, Sobrato, Live Oak), and enhancements (Murphy, Live Oak, Sobrato) will help develop, enhance, and expand school-based behavioral health centers. Focusing on racial equity will address a broad continuum of prevention, early intervention, and service needs as well as the necessary infrastructure, technology, and training to effectively support the public behavior health system to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (2 year - SBWC Wellness Grant)	$1,238,782.00	No

Action #	Title	Description	Total Funds	Contributing
	Suspension, Graduation Rate)			
3.1.d	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Wellness counseling staffing support is needed to increase elementary students' ability to access instruction, leading to college and career readiness and improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). (Title I)	$421,190.83	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,658,626	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.873%	1.027%	$877,475.47	9.900%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need to improve literacy and math outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students enrolled in DLI programs. **Scope:** Schoolwide		1.0.h Pupil Achievement: High School Seal of Biliteracy 1.0.j Pupil Achievement: iReady Reading Assessment 1.0.k Pupil Achievement: iReady Math Assessment
1.0.e	**Action:** District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Need:** Need to specifically monitor students to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics). **Scope:** LEA-wide	Need identified via Differentiated Assistance. Data will be used to monitor student progress and structure targeted interventions and supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.f	**Action:** Action Discontinued 2025-26. Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English	The district's Independent Study Program provides an alternative instructional pathway for approximately 70 TK-12 students. In this hybrid program, there is a clear need to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** Support students who need an alternate instructional pathway to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:**		1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.h	**Action:** Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** Need is to allocate resources directly to school sites to ensure equitable support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students in meeting their academic needs as part of the District initiative **Scope:** LEA-wide	Collaborate with school sites in implementing the District initiative to meet the academic needs of unduplicated student groups through teacher stipends, extra hours, and release time for collaboration; additional staffing for small group instruction; providing additional resources and support to strengthen Universal/Tier I and Targeted/Tier II instruction; and supplemental instructional materials to ensure equitable support to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.l	**Action:** School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English	The implementation of these digital platforms will allow for a comprehensive approach to robust web filtering and more agile classroom management systems to ensure a safer and more productive learning environment to improve outcomes for English Learners, Foster Youth, and	1.0.b Basic Services: William's Act Access to Instructional Materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** Need to ensure digital safety to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Socioeconomically Disadvantaged students. This will provide access to the security software on various devices and platforms to accommodate frequent changes in schools and living situations. Provide clear and concise instructions in multiple languages to ensure understanding. Prioritize access to devices and internet connectivity to enable the use of security software. Offer flexible options for software installation and updates (Foster and Homeless Youth). Provide the security software with user-friendly interfaces and clear instructions in multiple languages. Offer ongoing support and training to help EL students understand and use the software.	
1.0.m	**Action:** Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Need to collect, analyze, and report on disaggregated student achievement data to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students **Scope:** LEA-wide	Access to data monitoring tools is needed to collect, evaluate, analyze, and report on student academic progress. Disaggregated data is particularly required to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students and address the Differentiated Assistance plan.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.i Implementation of State Standards

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.0.q	**Action:** Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Monitor the implementation of district programs to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Oversight of district initiatives to ensure equitable access and improved outcomes for Foster Youth and Socioeconomically Disadvantaged students. Actions include staffing to support site and district programs and mileage for site visits to coordinate and support programs related to student improvement.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math
1.0.r	**Action:** Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Digital licenses for programs that support equity and access to core content to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Need for licenses and professional development across the district on two districtwide programs that are used to provide tiered interventions, scaffolding, and access supports to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.0.s	**Action:** VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics) **Need:** Need to support VAPA teachers with professional development and resources to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Allocation will allow for VAPA-specific professional development to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.d Course Access: Student Access to a Broad Course of Study
1.0.t	**Action:** Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** MTSS Districtwide Framework to improve outcomes for English Learners, Foster Youth,	Need for the development of a comprehensive MTSS framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success, for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math

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
	and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.1.a	**Action:** K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics). **Need:** Supplementing the literacy foundational skills instruction is needed to ensure that all K-2 students have consistent access to phonological awareness and phonics instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Providing consistent professional development and curricular materials across all K-2 classrooms will ensure that all students have access to the foundational skills needed to become successful readers to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.b	**Action:** Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless	Reading Intervention Teachers provide Targeted/Tier II or Intensive/Tier III reading support in a separate, small group environment to students who have not yet been successful with Targeted/Tier II reading support in the classroom. They use separate curriculum and intervention strategies to those provided by the classroom teacher to differentiate foundational reading skills	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

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

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

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
	Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students perform two or more levels below their on-level peers **Scope:** Schoolwide		
1.1.f	**Action:** Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics). **Need:** There is a need to engage students in developing literacy skills through practice and self-motivation to choose to read to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	This incentive program will engage students in a gamified, friendly reading competition between school sites to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1.g	**Action:** TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Based on the CA School Dashboard and local indicators, there is a need to improve foundational math skills to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics) **Scope:** LEA-wide	Providing professional development and resources to TK-5 teachers will help students develop strong foundational math skills early in their academic careers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.1.a Pupil Achievement: Statewide Assessment SBAC in Mathematics 1.1.e Pupil Achievement: iReady Math Assessment
1.1.h	**Action:** Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	Students receive instruction with content specialists which helps engage students who may not be as successful with other content areas. Additionally, teachers engage in PLT meetings during the time their students are with the content specialists to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.d Course Access: Student Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There is a need to provide students with engaging specialized content while also providing classroom teacher release time during the school day for collaborating in Professional Learning Teams (PLTs) to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
1.1.m	**Action:** Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard) **Need:** Elementary students need support developing foundational reading skills based on state and local assessment data to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged **Scope:** LEA-wide	An Elementary Literacy TOSA can provide professional development to administrators and teachers and co-planning, modeling, and providing feedback on instruction. The TOSA also provides specialized training to the Reading Intervention Teachers and MTSS paraeducators to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged	1.1.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.1.n	**Action:** College and Career Media	CCMTs provide access to the library (CA School Dashboard - Academics) in addition to maintaining digital devices so that students can access online	1.1.a Pupil Achievement: Statewide Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics) **Need:** Students need access to library materials to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics) **Scope:** Schoolwide	resources to improve outcomes for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students.	SBAC in English Language Arts (ELA) 1.1.d Pupil Achievement: iReady Reading Assessment
1.2.a	**Action:** Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics) **Need:** State and local assessments indicate that English Learners, Foster Youth, and Socioeconomically Disadvantaged students are not performing adequately in mathematics. **Scope:**	Ensure the development and implementation of effective math curricula, provide ongoing professional development for math teachers, analyze student data to inform instruction, and offer individualized support and coaching to teachers to improve math instruction and student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in Mathematics 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.f Pupil Achievement: iReady Math Assessment

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		
1.2.b	**Action:** AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students need support engaging in classwork and effectively implementing learning strategies to learn new and retain new content. **Scope:** Schoolwide	Students enrolled in AVID take an elective class that focuses on writing, critical thinking, teamwork, organization, and reading skills. Additionally, its strategies are designed to be implemented schoolwide, benefiting all students. The goal is to create a culture of college readiness and high expectations throughout the school with a focus on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment
1.2.c	**Action:** Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	The program provides academic tutoring, college and career coaching, and various outreach activities to help English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities find academic success in middle school and create a path to college.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities need additional college/career support and might not pursue higher education due to language or socioeconomic barriers. **Scope:** LEA-wide		1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment
1.2.d	**Action:** College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students need to gain the knowledge, skills, and experiences necessary to make informed decisions about their future and succeed in their postsecondary endeavors **Scope:** Schoolwide	College and career readiness activities are designed to prepare English Learners, Foster Youth, and Socioeconomically Disadvantaged students for successful transitions from middle school to high school and postsecondary education and the workforce.	1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2.g	**Action:** Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension) **Need:** Need to improve student outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth at both middle schools. Significant student populations are in the Red on the CA Dashboard. **Scope:** Schoolwide	MIddle school counseling program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. Counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs. This is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics 1.2.b Pupil Achievement: Statewide Assessment SBAC on California Science Test 1.2.d Student Outcomes: Integrated Math I Preparedness 1.2.e Pupil Achievement: iReady Reading Assessment 1.2.f Pupil Achievement: iReady Math Assessment
1.2.h	**Action:** MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated	Under the supervision of the Math TOSA and Classroom Math Teacher, MTSS Math Paraprofessionals provide Targeted/Tier II math support in a small group environment to students who have not yet been successful with Targeted/Tier II math support in the classroom. They use intervention strategies in addition to those provided by the classroom teacher to differentiate foundational math skills instruction to improve outcomes for English Learners, Homeless	1.2.a Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grades 6-8 (CA School Dashboard) 1.2.f Pupil Achievement: iReady Math Assessment: Grades 6-8 Grade Level or Above (iReady Assessment)

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	Assistance and CA School Dashboard - Academics). **Need:** Local and state data indicate that English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged perform two or more levels below their on-level peers **Scope:** Schoolwide	Youth, Foster Youth, and Socioeconomically Disadvantaged students.	
1.3.a	**Action:** Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Need:** There is a need for additional CTE professional development and work to be done outside of the contractual work day. There is a need to offer relevant, engaging learning experiences that enhance student retention rates and foster community partnerships; increasing support and CTE enrollment rates for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide	CTE provides practical skills, career exploration opportunities, and pathways to both college and career success. Increasing support and CTE enrollment rates for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements 1.3.c Pupil Achievement: Graduates who have successfully completed both requirements for UC/CSU a-g and CTE pathway requirements 1.3.d Pupil Achievement: Graduates who have successfully completed a CTE pathway in high school

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
1.3.b	**Action:** AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics) **Need:** Need to provide professional development and materials specific to address the needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** Schoolwide	AP Capstone is a powerful indicator of college readiness. Engaging in interdisciplinary studies and research projects for English Learners, Foster Youth, and Socioeconomically Disadvantaged students to develop the ability to think critically, evaluate evidence, and solve complex problems.	1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 h Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher
1.3.c	**Action:** Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics) **Need:** Need to increase the number of English Learners, Foster Youth, and Socioeconomically Disadvantaged students in AP courses, Dual Enrollment courses, and other challenging courses.	This partnership will provide the schools with actionable student data on AP/Dual Enrollment data and student perception data on course access and equity. Sites use this data to inform strategic actions and planning. This action addresses the need at all comprehensive high schools to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 h Student Outcomes: Students taking AP exams and percentage of students who passed an AP exam with a score of 3 or higher

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3.d	**Action:** Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Need to identify English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind academically or experiencing social difficulties based on data analysis of attendance, grades, and behavior records from middle school. **Scope:** Schoolwide	Freshmen on Track supports English Learners, Socioeconomically Disadvantaged, and Foster Youth during a pivotal transition in their academic journey, as successful navigation can set the tone for future academic success and graduation.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements
1.3.f	**Action:** AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and	Students enrolled in AVID take an elective class that focuses on writing, critical thinking, teamwork, organization, and reading skills. Additionally, its strategies are designed to be implemented schoolwide, benefiting English Learners, Socioeconomically Disadvantaged, Foster Youth,	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth need support in successfully engaging in classwork and effectively implementing learning strategies and plan. **Scope:** LEA-wide	and Homeless Youth. The goal is to create a culture of college readiness and high expectations.	courses that satisfy UC/CSU a-g university entrance requirements 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 k Pupil Achievement: Statewide Assessment SBAC in English Language Arts (ELA) and Mathematics: Grade 11
1.3.g	**Action:** Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates) **Need:** English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses need to retake and earn credits needed for graduation	Provide access to credit recovery courses to all English Learners, Socioeconomically Disadvantaged, and Foster Youth.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.3.h	**Action:** CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate) **Need:** Support for English Learners, Foster Youth, and Socioeconomically Disadvantaged who might not pursue higher education due to language, socioeconomic, and other barriers and challenges. **Scope:** LEA-wide	The program provides academic tutoring, mentoring, college and financial aid advising, and various outreach activities to help English Learners, Foster Youth, and Socioeconomically Disadvantaged students navigate the path to college.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements 1.3.c Pupil Achievement: Graduates who have successfully completed both requirements for UC/CSU a-g and CTE pathway requirements 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 i Student Outcomes: 9th graders passing IM1 with a grade C or better
1.3.i	**Action:** Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student	Counselors help for English Learners, Foster Youth, and Socioeconomically Disadvantaged students to navigate academic challenges, set and achieve goals, and address social-emotional needs, ensuring a well-rounded and successful educational experience.	1.3.a Pupil Achievement: High School Graduation Rates 1.3.b Pupil Achievement: Graduates that have successfully completed courses that satisfy UC/CSU a-g university entrance requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students need guidance on course selection, college and career planning, and personal development **Scope:** Schoolwide		1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment 1.3 i Student Outcomes: 9th graders passing IM1 with a grade C or better
1.3.n	**Action:** State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness) **Need:** There is a need to recognize English Learners, Foster Youth, and Socioeconomically Disadvantaged students' proficiency in multiple languages, enhancing their college and career opportunities while fostering cultural understanding and global citizenship **Scope:**	This achievement validates the language skills of English Learners, Foster Youth, and Socioeconomically Disadvantaged students and promotes the value of multilingualism in an increasingly interconnected world.	1.3 e Pupil Achievement: Graduates who have successfully completed the requirements for a Seal of Biliteracy

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	LEA-wide		
1.3.o	**Action:** State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness) **Need:** There is a need to recognize the commitment of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to active citizenship and community service. **Scope:** LEA-wide	This award encourages students to become engaged members of society, fostering a sense of civic responsibility and leadership that is valuable both for their future success and for the betterment of their communities	1.3.a Pupil Achievement: High School Graduation Rates
1.3.p	**Action:** College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support	College visits help English Learners, Foster Youth, and Socioeconomically Disadvantaged students make informed decisions about their college choices and envision themselves as part of a particular institution, ultimately influencing their college application and enrollment decisions	1.3.a Pupil Achievement: High School Graduation Rates 1.3.g Student Outcomes: Enrollment in CTE, AP, and Dual Enrollment

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	services. (CA School Dashboard - College and Career Readiness, Graduation Rate) **Need:** There is a need to provide equitable access to college campuses to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students in making decisions about their post-secondary options **Scope:** LEA-wide		
1.5.a	**Action:** Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study) **Need:** State and local data indicate that dually identified students with disabilities are not performing at the same level as other student groups. A recent special education study also indicates a need for more inclusive instructional practices across the district to	Equipping educators with the knowledge, skills, and resources to implement inclusive practices, schools can create learning environments that cater to the diverse needs of their student population, promote academic success, and foster a sense of belonging for every student, leading to improved academic outcomes and a more inclusive school culture to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities.	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5.c	**Action:** Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate) **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities who struggle to self-regulate continue to escalate until they engage in a behavior leading to suspension **Scope:** LEA-wide	Behavior de-escalation training helps create a safe and supportive learning environment for all students by providing staff with the skills to de-escalate challenging situations safely and respectfully, improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities	1.4m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level 3.0f School Climate: Suspension Rate
1.5.d	**Action:** Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as	Classified inclusion staff work collaboratively with classroom teachers and special education teams to ensure that students with disabilities receive appropriate accommodations and support to participate fully in the general education curriculum and improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities. (CA School Dashboard - Academics, Special Education Study) **Need:** Students need additional support to fully engage in the general education curriculum and instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged individuals dually identified as Students with Disabilities **Scope:** Schoolwide	individuals dually identified as Students with Disabilities	Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated
1.5.f	**Action:** Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension) **Need:** There is a need to deliver differentiated instruction and improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. **Scope:**	By providing training for the professional growth of paraprofessionals, schools can improve the overall quality of education and foster a more inclusive and supportive learning environment to ensure improved outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities.	1.5a Pupil Achievement: SWD Statewide Assessment SBAC in English Language Arts (ELA) 1.5b Pupil Achievement: SWD Statewide Assessment SBAC in Math 1.5c Pupil Achievement: Statewide Assessment SBAC/CAA Alternate English Language Arts/Literacy and Mathematics 1.1a Pupil Achievement: Statewide Assessment SBAC in English and Math Disaggregated 1.1d Pupil Achievement: iReady Reading

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		Assessment: Grades K-5 Grade Level or Above 1.1e Pupil Achievement: iReady Math Assessment: Grades K-5 Grade Level or Above 1.4m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) by Grade Level 3.0f School Climate: Suspension Rate
2.0.a	**Action:** School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need for assistance with translating and interpreting during meetings, parent-teacher conferences, and school events, as well as helping families understand school policies, programs, and resources to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Bilingual Community Liaisons foster an inclusive school community by ensuring that language barriers do not impede parents' involvement in their children's education. This enhances student success and promotes strong school-family partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math (Discontinued for 25-25) 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		3.0.f School Climate: Suspension Rate
2.0.b	**Action:** Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to provide targeted training to ensure that community liaisons are well-prepared to bridge the gap between the school and diverse families, facilitate effective communication, and foster a supportive and inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Well-trained Bilingual Community Liaisons foster an inclusive school community by ensuring that language barriers do not impede parents' involvement in their children's education. This enhances student success and promotes strong school-family partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.4.a Pupil Achievement: English Learner High School Graduation Rate 1.4.c Pupil Achievement: ELPAC Progress 1.4.j Student Outcomes: Number of LTELs 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.c All Community Liaisons participate in at least 3 formal family engagement professional development activities per year.
2.0.c	**Action:** Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and	The goal of the Family and Community Engagement Center is to strengthen the partnership between schools, families, and the community, ultimately enhancing student success	1.0.e Pupil Achievement: iReady Reading Assessment

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to ensure the effective management and coordination of initiatives that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		1.4.j Student Outcomes: Number of Long Term English Learners 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.d Parent Involvement
2.0.e	**Action:** Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Empowering parents and guardians with the tools and resources to actively engage in their children's education and overall well-being will improve outcomes for English Learners,	By providing support and guidance on various aspects of parenting and education, these programs help strengthen the home-school partnership, improve student outcomes, and create a supportive environment conducive to academic success and personal growth to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.g Parent Involvement / Pupil Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
2.0.f	**Action:** Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** 2025-26 2024-25 There is a need to foster collaboration between the school, families, and the broader community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:**	2024-25 By actively implementing the plan, schools ensure that families feel valued, engaged, and connected to the school community, leading to improved academic outcomes and a more supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math (MAP has been replaced with iReady) 1.0.h Pupil Achievement: High School Graduation rate 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.0.h	**Action:** Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard) **Need:** Need to allocate resources directly to school sites to engage families and the community in supporting to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Collaborate with school sites in aligning the District initiative to engage families and the community in supporting the academic needs of unduplicated student groups through increased communication opportunities and avenues as well as parent meetings and family events to ensure equitable support to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 2.0.g Parent Involvement / Pupil Engagement
3.0.a	**Action:** District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA	The data collected from these surveys helps inform decision-making, policy development, and targeted interventions to promote a positive and supportive school climate conducive to academic success and well-being for all stakeholders and improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	3.0.h: School Climate: Survey Responses School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to identify areas where improvements are needed, address concerns, and implement targeted strategies to create a safe, inclusive, and supportive school environment that fosters academic achievement, social-emotional development, and well-being for students, staff, and families to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard—Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide		
3.0.b	**Action:** School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard	By providing these supports and training, schools can foster a positive school culture and climate that promotes academic success, social-emotional development, and overall well-being for all school community members to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged.	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest) 3.0.l: School Climate: Completion rate of Social Emotional lessons in K-5 grade (Second Step)

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
	- Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to provide professional development and resources to schools to cultivate a positive and inclusive environment conducive to learning and well-being based on CA Dashboard Chronic Absenteeism and Suspension data to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** LEA-wide		
3.0.c	**Action:** Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	These partnerships can address students' complex and multifaceted needs by leveraging the expertise and resources of various stakeholders, including schools, community organizations, and mental health agencies. This approach enhances access to support services and promotes coordination and collaboration, ultimately fostering a supportive and nurturing environment that promotes student well-being and success to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.f: School Climate: Suspension Rate (DataQuest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: It is necessary to ensure that students receive the holistic support they require to thrive academically, socially, and emotionally based on Hanover, CA School Dashboard, and Differentiated Assistance data to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** Schoolwide		3.0.g: School Climate: Expulsion Rate (DataQuest)
3.0.d	**Action:** Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Students face various challenges related to physical health, mental health, and social-emotional development. Based on survey data, we must improve student outcomes for English Learners, Foster Youth, Homeless	By incorporating health and wellness education into the curriculum, schools can equip students with the knowledge, skills, and strategies to make healthy choices, cope with stress, build positive relationships, and navigate challenges effectively. This proactive approach supports students' immediate well-being and lays the foundation for lifelong health and resilience, ultimately contributing to their academic success and overall quality of life to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS) 3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.f: School Climate: Suspension Rate (DataQuest) 3.0.g: School Climate: Expulsion Rate (DataQuest) 3.0.k: School Climate:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide		Completion rate of Social Emotional lessons in K-5 grade (Second Step)
3.0.f	**Action:** Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** There is a need to uphold legal requirements, promote accountability, facilitate communication, and support data-driven decision-making, all of which contribute to the effective operation of educational institutions to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. These include accessibility and convenience (remote access, 24/7 availability, multiple languages); efficiency and timeliness (quick processing, immediate notifications); enhanced data accuracy (Consistent information, minimized errors); target support and resources (early identification, resource allocation); family engagement (user-friendly, support options and access). (Differentiated	These services ensure compliance with legal and regulatory requirements, facilitate educational partner communication, and support educational institutions' decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	3.0 h: School Climate: Survey Responses School Climate 3.0 b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** LEA-wide		
3.0.h	**Action:** School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Enhancing school safety, reducing absenteeism and suspensions, and improving academic performance and graduation rates are necessary to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	By providing a supportive and secure environment, the site teams the unique challenges of vulnerable students, promoting inclusivity and equity in education to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	3.0.b: Chronic Absenteeism 3.0.f: Suspension Rate 3.0.m: School Climate: Safety Assessment Training 3.0 n: Pupil Engagement/School Climate: Number of school activities 3.0 o: School Climate and Safety
3.0.j	**Action:** CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA	LEAs and schools support homeless youth by providing essential resources like food, clothing, and hygiene kits, offering on-site healthcare and mental health services, and ensuring educational continuity with tutoring and transportation. They prepare students for employment through career counseling and job readiness programs and offer family counseling and peer support to enhance stability. Life skills education and safety measures	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Provide wraparound services, including materials, travel vouchers, other hygiene supplies, clothing, professional development, tutoring support, etc. Connection to housing, food, shelter, healthcare, mental health, and clothing resources. In addition, supporting job and employment training, transportation, and advocacy to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Scope:** LEA-wide	create a secure environment, while centralized resource hubs and technology access ensure resource availability. These comprehensive, schoolwide actions promote equity and help homeless youth achieve academic and personal success to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students.	3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.i: Pupil Engagement: Number of home visits completed by CARE staff (Aeries)
3.0.k	**Action:** Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism) **Need:**	Offering relevant curriculum, extracurricular activities, personalized support, addressing barriers like transportation and health issues, providing staff with professional development, and creating a supportive and inclusive school environment. These measures increase participation and regular attendance, benefiting vulnerable groups like English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Implementing these actions LEA-wide or schoolwide ensures students receive consistent support, promoting equity and improving overall academic outcomes and graduation rates to improve student outcomes for English Learners,	3.0.a: Pupil Engagement: Attendance Rate as of P2 (CALPADS) 3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Supportive, inclusive, and engaging school environment that encourages regular attendance and active participation. This involves offering relevant curriculum and activities, personalized support, and addressing barriers like transportation and health issues. Providing base needs to students to ensure they have the necessary resources and support to stay engaged and succeed academically to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). **Scope:** LEA-wide	Foster Youth and Socioeconomically Disadvantaged students.	
3.0.o	**Action:** Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). **Need:** Ensure equitable climate and culture support to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Providing targeted resources directly to school sites enables them to implement strategies and programs specifically catering to the unique educational and social-emotional needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 3.0.n Pupil Engagement/School Climate: Number of school activities

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
	(Differentiated Assistance and CA Dashboard - Chronic Absenteeism). **Scope:** LEA-wide		
3.1.a	**Action:** Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Support and professional development for staff are needed to ensure that these professionals can effectively address students' complex and diverse needs and improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism). **Scope:** LEA-wide	Ongoing professional development helps staff stay updated on best practices, enhances their ability to support student well-being, and fosters a positive environment within the wellness centers and spaces to improve outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Chronic Absenteeism).	1.0.e Pupil Achievement: iReady Reading Assessment 1.0.f Pupil Achievement: iReady Math Assessment 1.0.g Pupil Achievement: NWEA MAP 9-11 Reading and Math 1.0.h Pupil Achievement: High School 3.0.b Pupil Engagement: Chronic Absenteeism Rates 3.0.f School Climate: Suspension Rate 3.1.a School Climate: Number of visits to the wellness centers during class time
3.1.b	**Action:** Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental	Licensed and Associate Mental Health Professionals provide essential services for improving students' emotional well-being, academic performance, and overall quality of life,	1.0.e Pupil Achievement: iReady Reading Assessment

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

Limited Actions

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

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

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

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

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

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

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)		1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math
1.4.k	**Action:** Long Term English Learner (LTEL)-Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics) **Need:** Secondary D-ELD courses specifically to support Long Term English Learners **Scope:** Limited to Unduplicated Student Group(s)	This action is implemented on an LEA-wide basis to ensure equitable access to resources and support across all schools for English Learners by developing designated ELD courses specifically targeting Long-Term English Learners.	1.4.c Pupil Achievement: Statewide Assessment: Summative ELPAC English Learner Progress Indicator 1.4.m Pupil Achievement: Statewide Assessment SBAC for English Learners in English Language Arts (ELA) 1.4.n Pupil Achievement: Statewide Assessment SBAC for English Learners in Math 1.4.o Pupil Achievement: NWEA MAP 9-11 EL Reading and Math
3.0.e	**Action:** Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students.	LEAs and schools support homeless youth by providing essential resources like food, clothing, and hygiene kits, offering on-site healthcare and mental health services, and ensuring educational continuity with tutoring and transportation. They prepare students for employment through career counseling and job readiness programs and offer family counseling and peer support to enhance	3.0.b: Pupil Engagement: Chronic Absenteeism Rates (Aeries SIS) 3.0.c: Pupil Engagement: Middle School Dropout Rate (CALPADS)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate) **Need:** Materials, travel vouchers, other hygiene supplies, clothing, professional development, tutoring support. Connection to housing, food, shelter, healthcare, mental health, and clothing resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate). **Scope:** Limited to Unduplicated Student Group(s)	stability. Life skills education and safety measures create a secure environment, while centralized resource hubs and technology access ensure resource availability to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students	3.0.d: Pupil Engagement: High School Dropout Rate (DataQuest) 3.0.e: Pupil Engagement: High school graduation rates (Cohort/DataQuest) 3.0.i: Pupil Engagement: Number of home visits completed by CARE staff (Aeries)

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

1.0.u - There is a need to create a more equitable and effective educational environment that addresses the needs of unduplicated students to improve outcomes for English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities. As such, multiple staff members spend significant time disaggregating district assessment data by student groups to provide guidance on instructional strategies for teachers and paraprofessionals to address students' achievement gaps in our lowest-performing student groups. Based on this need, the methodology we used was to determine the approximate amount of time each of the various personnel are spending on this work and computed the cost associated with such work. The many staff members involved in this process include, but are not limited to, Teachers who are instructional leaders and serve on the Guiding Coalitions at each site, site Principals, the Coordinator of Data Analysis and Special Projects, the Director and Supervisor of Student Services, as well as the Director of Elementary Education, and Assistant Superintendent of Educational Services. Once we determined the current cost associated with this work, we calculated how many full-time Data Coordinators the district would need to hire solely to complete this work. The calculation of time associated with disaggregating and analyzing the data by sub-group, translating the data into guiding practices and instructional strategies, and then providing professional development, coaching, and follow-up activities to staff was determined to cost approximately $1.565M. A Data Coordinator's average salary plus benefits (statutory

and H/W) is $208,702.59 annually. Therefore, at a cost of $1.565M the district would have been able to hire 7.5 Data Coordinators to perform these tasks. This would have allowed us to have a Coordinator for each of the two comprehensive high schools and two middle schools, one half time Coordinator at the Alternative High School, and three additional positions shared across the eight elementary sites (1.0FTE to serve the two K-8 schools and the remaining 2.0FTE that would share 3 sites each).

2025-26
Methodology for Cost of Data Analysis:

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

13 Principals @ 25% = $768,643.41

Coordinator of Data Analysis and Special Projects @ 50% = $108,093.59

Director of Student Services @ 25% = $66,756.77
Supervisor of Student Services @ 50% = $77,837.30

Director of Elementary Education @ 25% = $63,761.78

Assistant Superintendent of Educational Services @ 25% = $83,176.64

Staff working on Data Analysis Total Cost = $1.565 million annually. Qualitative % = $1,565,266 / $86,314,326 = 1.81%

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

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

Methodology for Cost Analysis:
3 TOSAs at $132,300 ea = $396,900
72 Sub release days @ 295 = $21,240
Supplies = $1,000

Total Cost = $419,140 Qualitative % Calculation = $419,140 / $86,314,326 = .49%

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

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

13 Principals @ 25% = $571,805

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

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

Director of Elementary Education @ 25% = $56962

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

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

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

1.4.j 2024-25:
Methodology for Cost Analysis:
3 TOSA's at $115,000 ea = $345,000

72 Sub release days @ 295 = $21,240
Supplies = $1,000

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

Total Qualitative Limited Action Percentages:

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

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

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	86,314,326	7,658,626	8.873%	1.027%	9.900%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,658,626.86	$6,793,287.20	$4,350,925.57	$1,083,897.03	$19,886,736.66	$10,616,524.58	$9,270,212.08

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1.0	1.0.a	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$24,011.55	$14,000.00	$38,011.55				$38,011.55	
1.0	1.0.b	TK-12 Math Alignment-District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$93,049.36	$24,450.00	$117,499.36				$117,499.36	
1.0	1.0.c	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn, P.A. Walsh, Britton, Live Oak TK-12	2024-27	$93,429.02	$72,075.00	$165,504.02				$165,504.02	
1.0	1.0.d	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students	All	No			All Schools	2024-27	$0.00	$400,000.00		$400,000.00			$400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		with Disabilities (Differentiated Assistance - Academics).														
1.0	1.0.e	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$267,497.33	$267,497.33				$267,497.33	
1.0	1.0.f	Action Discontinued 2025-26. Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.						2024-27	$0.00	$0.00	$0.00				$0.00	
1.0	1.0.g	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	All Migrant Students	No			All Schools	2025-26	$275,580.00	$0.00				$275,580.00	$275,580.00	
1.0	1.0.h	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$1,032,596.68	$586,368.08	$322,453.20		$123,775.40	$1,032,596.68	
1.0	1.0.i	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	All EL, FY, SED	No			All Schools	2024-27	$0.00	$360,000.00		$360,000.00			$360,000.00	
1.0	1.0.j	Technology TOSA - Provide professional development, coaching,	All	No			All Schools	2024-27	$160,068.51	$0.00		$160,068.51			$160,068.51	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.														
1.0	1.0.k	Inventory Control - Ensure maintenance of and equitable access to instructional resources at all school sites for all students and staff.	All	No			All Schools	2024-27	$29,402.00	$0.00		$29,402.00			$29,402.00	
1.0	1.0.l	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$128,375.00	$93,375.00	$35,000.00			$128,375.00	
1.0	1.0.m	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$40,064.00	$40,064.00				$40,064.00	
1.0	1.0.n	Action Discontinued 2025-26. Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).						2024-27	$0.00	$0.00	$0.00				$0.00	
1.0	1.0.o	New Teacher Induction Support - Provide professional	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-27	$49,415.05	$1,000.00	$50,415.05				$50,415.05	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Low Income			Low Income										
1.0	1.0.p	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$60,414.24	$69,117.29	$129,531.53				$129,531.53	
1.0	1.0.q	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$129,433.43	$0.00	$129,433.43				$129,433.43	
1.0	1.0.r	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,939.63	$25,538.00	$1,939.63	$25,538.00			$27,477.63	
1.0	1.0.s	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		(Differentiated Assistance - Academics)														
1.0	1.0.t	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$25,213.10	$42,320.00	$67,533.10				$67,533.10	
1.0	1.0.u	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	1.81
1.0	1.0.v	Administrative Support focused on Implementing Differentiated Interventions	All	No			Specific Schools: Jackson Academy of Math and Music, San Martin/Gwinn and Walsh Elementary School TK-8 and TK-5	2025-26	$610,238.00	$0.00		$610,238.00			$610,238.00	
1.1	1.1.a	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	2024-27	$13,730.00	$74,837.00	$30,333.00	$58,234.00			$88,567.00	

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	1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-5	2024-27	$1,274,901.15	$0.00	$1,274,901.15				$1,274,901.15	
1.1	1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn	2024-27	$143,941.75	$0.00	$143,941.75				$143,941.75	
1.1	1.1.d	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools K-5	2024-27	$362,742.01	$0.00	$362,742.01				$362,742.01	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).														
1.1	1.1.e	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	K-5	2024-27	$0.00	$26,574.00	$23,000.00	$3,574.00			$26,574.00	
1.1	1.1.f	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	2024-27	$0.00	$1,060.00	$1,060.00				$1,060.00	
1.1	1.1.g	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$94,656.71	$17,600.00	$112,256.71				$112,256.71	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)														
1.1	1.1.h	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$0.00	$16,000.00	$10,500.00	$5,500.00			$16,000.00	
1.1	1.1.i	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	All	No			All Schools TK-3	2024-26	$6,860.34	$0.00		$6,860.34			$6,860.34	
1.1	1.1.j	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	All	No			All Schools TK	2024-26	$25,825.00	$25,825.00		$51,650.00			$51,650.00	
1.1	1.1.k	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	All	No			All Schools TK-K	2024-26	$0.00	$51,585.00		$51,585.00			$51,585.00	

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	1.1.l	UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.	All	No			All Schools TK	2024-26	$10,000.00	$41,027.00		$51,027.00			$51,027.00	
1.1	1.1.m	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	2024-27	$166,068.51	$0.00	$166,068.51				$166,068.51	
1.1	1.1.n	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-8	2024-27	$310,845.73	$0.00	$310,845.73				$310,845.73	
1.2	1.2.a	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$166,067.23	$0.00	$166,067.23				$166,067.23	
1.2	1.2.b	AVID - Provide middle school English Learners, Foster Youth, Homeless	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Britton,	2024-27	$23,000.06	$10,618.00	$33,618.06				$33,618.06	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Low Income			Low Income	Martin Murphy									
1.2	1.2.c	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Martin Murphy, SMG	2024-27	$0.00	$10,000.00	$10,000.00				$10,000.00	
1.2	1.2.d	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton, Murphy, SMG and Jackson 6-8	2024-27	$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1.2	1.2.e	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	All EL, FY, HY	No			Specific Schools: JAMM, Britton, Martin Murphy, SMG 6	2024-27	$15,000.00	$0.00		$15,000.00			$15,000.00	
1.2	1.2.f	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)	All	No			All Schools Specific Schools: JAMM, Britton, Martin Murphy, SMG 6-8	2024-27	$0.00	$0.00	$0.00				$0.00	
1.2	1.2.g	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton and Murphy 6-8	2024-27	$546,278.32	$0.00	$546,278.32				$546,278.32	
1.2	1.2.h	MTSS Math Paraprofessionals - Under the supervision of the Math TOSA and Classroom Math Teacher provide	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton Middle School, Martin	2025-26	$86,675.48	$0.00	$86,675.48				$86,675.48	

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		differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).					Murphy Middle School									
1.3	1.3.a	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	2024-27	$39,000.00	$0.00	$39,000.00				$39,000.00	
1.3	1.3.b	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato	2024-27	$0.00	$12,000.00	$12,000.00				$12,000.00	
1.3	1.3.c	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-27	$0.00	$30,000.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)														
1.3	1.3.d	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9	2024-27	$25,497.00	$0.00	$25,497.00				$25,497.00	
1.3	1.3.e	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)	All EL, FY, SED	No			Specific Schools: Live Oak, Sobrato 9	2024-27	$0.00	$140,000.00			$140,000.00		$140,000.00	
1.3	1.3.f	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9-12	2024-27	$16,374.03	$10,618.00	$26,992.03				$26,992.03	

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

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)														
1.3	1.3.l	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.	All	No			Specific Schools: Live Oak, Sobrato 9-12	2024-27	$1,901,070.00	$471,476.00		$2,372,546.00			$2,372,546.00	
1.3	1.3.m	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	All	No			Specific Schools: Central High School 10-12	2024-27	$165,451.49	$0.00		$165,451.49			$165,451.49	
1.3	1.3.n	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics, Career and College Readiness)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	2024-27	$0.00	$3,000.00	$3,000.00				$3,000.00	
1.3	1.3.o	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	2024-27	$2,861.00	$3,000.00	$5,861.00				$5,861.00	

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
		highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)														
1.3	1.3.p	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	12	2024-27	$0.00	$3,000.00	$3,000.00				$3,000.00	
1.3	1.3.q	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college degree. (CA School Dashboard - College and Career Readiness)	All	No			All Schools	2024-27	$0.00	$29,950.00		$29,950.00			$29,950.00	
1.4	1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2024-27	$150,453.15	$0.00	$150,453.15				$150,453.15	

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
		Assistance and CA School Dashboard - Academics).			s)											
1.4	1.4.b	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	All English Learners	No			All Schools Specific Schools: San Martin Gwinn K-8, Live Oak High School, P.A. Walsh, Britton Middle School	2024-27	$24,525.00	$0.00		$24,525.00			$24,525.00	
1.4	1.4.c	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$49,398.75	$0.00	$49,398.75				$49,398.75	
1.4	1.4.d	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$16,279.00	$59,280.00	$75,559.00				$75,559.00	
1.4	1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$1,000.00	$1,000.00				$1,000.00	
1.4	1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton Middle School, Martin Murphy Middle School, Ann Sobrato High School,	2024-27	$12,748.06	$0.00	$12,748.06				$12,748.06	

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							Live Oak High School									
1.4	1.4.g	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	All English Learners	No			All Schools	2024-27	$15,930.00	$0.00			$15,930.00		$15,930.00	
1.4	1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	2024-27	$14,791.00	$10,000.00	$24,791.00				$24,791.00	
1.4	1.4.i	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$44,050.00	$44,050.00				$44,050.00	
1.4	1.4.j	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3	2024-27	$0.00	$0.00			$0.00		$0.00	.49
1.4	1.4.k	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton, Murphy, Jackson, San Martin/Gwinn, Live Oak, Sobrato 6-12	2024-27	$6,406.90	$60,000.00	$16,406.90	$50,000.00			$66,406.90	
1.5	1.5.a	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Nordstrom, Live Oak, Sobrato	2024-27	$10,109.18	$53,677.00	$63,786.18				$63,786.18	

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		supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)														
1.5	1.5.b	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$6,000.00	$0.00	$6,000.00				$6,000.00	
1.5	1.5.c	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$23,354.00	$10,200.00	$33,554.00				$33,554.00	

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		and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)														
1.5	1.5.d	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton	2024-27	$55,950.01	$0.00	$55,950.01				$55,950.01	
1.5	1.5.e	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	Students with Disabilities	No			Specific Schools: El Toro Preschool	2024-27	$238,000.00	$0.00		$238,000.00			$238,000.00	
1.5	1.5.f	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$33,410.04	$0.00	$33,410.04				$33,410.04	

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		and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)														
2.0	2.0.a	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$384,398.72	$0.00	$384,398.72				$384,398.72	
2.0	2.0.b	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$488.29	$17,680.00	$18,168.29				$18,168.29	
2.0	2.0.c	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,000.00	$15,000.00	$18,000.00				$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
2.0	2.0.d	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$84,560.01	$0.00	$84,560.01				$84,560.01	
2.0	2.0.e	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$4,500.00	$25,800.00	$30,300.00				$30,300.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
2.0	2.0.f	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$60,780.40	$20,800.00	$81,580.40				$81,580.40	
2.0	2.0.g	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively support the academic	All English Learner, Migrant	No			All Schools	2024-27	$400.00	$400.00				$800.00	$800.00	

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
		success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
2.0	2.0.h	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$458,736.37	$12,507.77	$322,453.20		$123,775.40	$458,736.37	
3.0	3.0.a	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$76,425.00	$76,425.00				$76,425.00	
3.0	3.0.b	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$66,082.88	$25,000.00	$91,082.88				$91,082.88	

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
		including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	3.0.c	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Britton, Sobrato, SMG, Live Oak	2024-27	$0.00	$34,685.00	$34,685.00				$34,685.00	
3.0	3.0.d	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$71,185.00	$11,550.00	$59,635.00			$71,185.00	

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
		mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	3.0.e	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-27	$0.00	$33,600.00	$18,600.00			$15,000.00	$33,600.00	
3.0	3.0.f	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$30,466.67	$30,466.67				$30,466.67	
3.0	3.0.g	Educational Alternative Placements - Provide specialized educational	All	No			All Schools	2024-27	$192,000.00	$0.00		$192,000.00			$192,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).														
3.0	3.0.h	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$21,945.00	$21,945.00				$21,945.00	
3.0	3.0.i	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No			Specific Schools: Barrett Elementary, San Martin Gwinn, Walsh Elementary, Britton Middle School, Live Oak High School	2024-27	$0.00	$159,674.00			$159,674.00		$159,674.00	
3.0	3.0.j	CARE Program - Provide staff to form collaborative partnerships between	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$632,316.00	$0.00	$632,316.00				$632,316.00	

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
		families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	3.0.k	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$92,000.00	$92,000.00				$92,000.00	
3.0	3.0.l	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth	All	No			All Schools	2024-27	$0.00	$45,000.00		$45,000.00			$45,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.0	3.0.m	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, Native Americans communities	No			Specific Schools: Britton, Murphy, Sobrato, and Live Oak 6-12	2024-27	$0.00	$396,770.17	$0.00		$396,770.17		$396,770.17	
3.0	3.0.n	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No			Specific Schools: P.A. Walsh and San Martin Gwinn K-8	2024-27	$0.00	$2,062,500.00			$2,062,500.00		$2,062,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3.0	3.0.o	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$567,352.57	$121,123.97	$322,453.20		$123,775.40	$567,352.57	
3.0	3.0.p	School Resource Officer to provide proactive community relations to improve success for all students.	All	No			All Schools	2024-27	$140,400.00	$0.00		$140,400.00			$140,400.00	
3.1	3.1.a	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$16,000.00	$41,000.00	$57,000.00				$57,000.00	
3.1	3.1.b	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$989,012.66	$0.00	$22,000.00	$629,743.26	$337,269.40		$989,012.66	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														
3.1	3.1.c	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	All	No			Specific Schools: Live Oak, Sobrato, Murphy, Central 6-12	2024-26	$0.00	$1,238,782.00			$1,238,782.00		$1,238,782.00	
3.1	3.1.d	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically	All	No			All Schools	2024-27	$421,190.83	$0.00				$421,190.83	$421,190.83	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)														

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
86,314,326	7,658,626	8.873%	1.027%	9.900%	$7,658,626.86	2.300%	11.173 %	**Total:**	$7,658,626.86
								LEA-wide Total:	$4,057,195.29
								Limited Total:	$393,006.86
								Schoolwide Total:	$3,208,424.71

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,011.55	
1.0	**1.0.b**	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,499.36	
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn, P.A. Walsh,	$165,504.02	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).				Britton, Live Oak TK-12		
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,497.33	
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$586,368.08	
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,375.00	
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,064.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)						
1.0	**1.0.o**	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,415.05	
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,531.53	
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$129,433.43	
1.0	**1.0.r**	Digital Programming Support - Provide professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,939.63	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)						
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,533.10	
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	1.81

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.1	1.1.a	K-3 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	$30,333.00	
1.1	1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5	$1,274,901.15	
1.1	1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth,	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Martin/Gwinn	$143,941.75	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)						
1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools K-5	$362,742.01	
1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance	Yes	Schoolwide	English Learners Foster Youth Low Income	K-5	$23,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		and CA School Dashboard - Academics).						
1.1	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5	$1,060.00	
1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$112,256.71	
1.1	**1.1.h**	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$10,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)						
1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$166,068.51	
1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-8	$310,845.73	
1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,067.23	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)						
1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Martin Murphy	$33,618.06	
1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Martin Murphy, SMG	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Readiness, Graduation Rate)						
1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Murphy, SMG and Jackson 6-8	$20,000.00	
1.2	**1.2.g**	Middle School Counselors- Provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton and Murphy 6-8	$546,278.32	
1.2	**1.2.h**	MTSS Math Paraprofessionals - Under the supervision of the Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton Middle School, Martin	$86,675.48	

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 (%)
		TOSA and Classroom Math Teacher provide differentiated Targeted/Tier II math instruction to middle school students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).				Murphy Middle School		
1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$39,000.00	
1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato	$12,000.00	
1.3	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)			Low Income			
1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9	$25,497.00	
1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Live Oak, Sobrato 9-12	$26,992.03	

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

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Academics, Career and College Readiness)						
1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$5,861.00	
1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	12	$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.4	1.4.a	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$150,453.15	
1.4	1.4.c	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$49,398.75	
1.4	1.4.d	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,559.00	
1.4	1.4.e	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
1.4	1.4.f	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton Middle School, Martin Murphy Middle School, Ann Sobrato High School, Live Oak High School	$12,748.06	
1.4	1.4.h	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$24,791.00	

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 (%)
1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$44,050.00	
1.4	**1.4.j**	Early Learning Multilingual Learner Support to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3		.49
1.4	**1.4.k**	Long Term English Learner (LTEL)- Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Britton, Murphy, Jackson, San Martin/Gwinn, Live Oak, Sobrato 6-12	$16,406.90	
1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard -	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nordstrom, Live Oak, Sobrato	$63,786.18	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Academics; Special Education Study)						
1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,554.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)						
1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton	$55,950.01	
1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,410.04	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$384,398.72	
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,168.29	
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,560.01	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,300.00	
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,580.40	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,507.77	
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,425.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Absenteeism, Suspension, Graduation Rate)						
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,082.88	
3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Britton, Sobrato, SMG, Live Oak	$34,685.00	

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,466.67	
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,945.00	
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that	Yes	LEA-wide	Foster Youth Low Income	All Schools	$632,316.00	

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 (%)
		provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)						
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,000.00	
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,123.97	

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

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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,434,456.86	$16,236,516.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$49,325.00	28,014.72
1.0	**1.0.b**	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$37,990.00	66,901.60
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$25,800.00	28,000.00
1.0	**1.0.d**	Base Instructional Program - Provide access to the core instructional program for all students focusing on English Learners, Homeless, and Students with Disabilities (Differentiated Assistance - Academics).	No	$400,000.00	778,741.49
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for instructional staff to provide data-informed instruction to improve outcomes for	Yes	$320,209.81	299,391.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).			
1.0	**1.0.f**	Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$310,715.00	141,900.04
1.0	**1.0.g**	Migrant Education Program & Staffing - Provide access to program supports and services for students identified as Migrant.	No	$173,600.00	169,547.07
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$586,368.08	586,368.08
1.0	**1.0.i**	Expanded Learning Opportunities - Provide access to extended programming for all students with a focus on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	No	$384,532.00	3,263,644.16
1.0	**1.0.j**	Technology TOSA - Provide professional development, coaching, and evaluation of educational technology to improve student outcomes, focusing on English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	No	$175,857.73	117,503.10
1.0	**1.0.k**	Inventory Control - Ensure maintenance of and equitable access to instructional resources at all school sites for all students and staff.	No	$55,130.00	44,150.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$74,767.00	80,619.69
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$35,999.50	40,064.00
1.0	**1.0.n**	Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Yes	$87,917.00	54,021.22
1.0	**1.0.o**	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$44,615.00	43,590.06
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Yes	$78,372.00	12,767.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$163,063.44	124,301.31
1.0	**1.0.r**	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$57,110.00	83,610.56
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$25,000.00	5,000.00
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$12,500.00	0.00
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Yes	$0.00	0.00
1.1	**1.1.a**	K-2 Early Literacy - Provide professional development and	Yes	$218,660.00	127,542.20

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)
		curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).			
1.1	**1.1.b**	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,204,924.64	1,252,229.07
1.1	**1.1.c**	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$148,951.30	142,142.08
1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English	Yes	$362,655.90	317,279.69

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).			
1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$1,575.00	2,918.08
1.1	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,000.00	274.35
1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$35,772.09	38,032.54
1.1	**1.1.h**	Professional Development and Materials for Elementary Specials -	Yes	$10,000.00	9,597.00

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)
		Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism)			
1.1	**1.1.i**	UPK/P3 Plan Development and Implementation - Develop and implement a plan to address the progressively younger age for enrollment into transitional kindergarten as well as the transition to and through kindergarten and through third grade.	No	$9,330.00	2,469.66
1.1	**1.1.j**	UPK/UTK Professional Development - Provide specialized professional development to meet the needs of the progressively younger children enrolling into transitional kindergarten with a focus on play-based, standards-aligned learning.	No	$157,500.00	5,848.87
1.1	**1.1.k**	UPK/UTK Assessments - Development and implementation of a comprehensive assessment plan for students enrolled in transitional kindergarten.	No	$51,585.00	0.00
1.1	**1.1.l**	UPK/UTK Instructional Materials - Development and implementation of a comprehensive, play-based, standards-aligned instructional program for students enrolled in transitional kindergarten.	No	$51,585.00	557.99
1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of	Yes	$166,262.79	166,068.51

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)
		foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)			
1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Yes	$313,853.49	303,363.29
1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Yes	$153,675.55	166,067.23
1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$33,000.00	14,385.02
1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and	Yes	$10,000.00	10,000

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		Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)			
1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	$20,000.00	1,858.65
1.2	**1.2.e**	Sixth Grade Connection - Help incoming sixth graders transition smoothly into middle school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	No	$15,000.00	15,286.91
1.2	**1.2.f**	California College Guidance Initiative - Provide access to the statewide effort aimed at improving college and career readiness through assisting students in exploring postsecondary options, planning their educational paths, and accessing financial aid information. (CA School Dashboard - College and Career Readiness, Graduation Rate)	No	$0.00	0.00
1.2	**1.2.g**	Middle School Counselors- Provide a proactive program that engages	Yes	$537,064.90	532,432.41

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		students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)			
1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$10,000.00	0.00
1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	$12,000.00	0.00
1.3	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)	Yes	$30,000.00	30,000.00

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1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$26,575.00	18,915.90
1.3	**1.3.e**	Freshman Success Coordinators - Support the transition of ninth-grade students by providing academic advising, social-emotional guidance, overseeing transition programs, engaging parents, and implementing data-driven interventions to ensure student success. (Differentiated Assistance and CA School Dashboard - Academics)	No	$140,000.00	139,934.20
1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$37,000.00	31,698.86
1.3	**1.3.g**	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth	Yes	$5,000.00	325.00

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)
		who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)			
1.3	**1.3.h**	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Yes	$87,000.00	81,182.00
1.3	**1.3.i**	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	Yes	$5,000.00	3,016.00

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1.3	**1.3.j**	Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	$5,000.00	0.00
1.3	**1.3.k**	Ninth Grade Connection - Help incoming ninth graders transition smoothly into high school through orientation, academic preparation, and social activities to build students' confidence and readiness for their new school environment. (Differentiated Assistance - Academics)	No	$15,000.00	45,538.11
1.3	**1.3.l**	CTE Program - Offer students opportunities to gain practical skills and knowledge relevant to specific careers and industries through integrating academic learning with hands-on training, allowing students to explore various career pathways, earn industry certifications, and prepare for success in the workforce.	No	$2,418,856.34	2,353,881.63
1.3	**1.3.m**	Academic Counselor for Central High School - Provide guidance and support to students in navigating their academic journey by supporting students' academic success, personal development, and post-secondary planning. (CA Dashboard - Graduation Rate)	No	$126,621.00	127,417.95
1.3	**1.3.n**	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged	Yes	$5,000.00	285.00

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		students. (CA Dashboard - Academics, Career and College Readiness)			
1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Yes	$12,330.00	0.00
1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	$3,000.00	3,254.46
1.3	**1.3.q**	Implement and Support Dual Enrollment Courses - Provide high school students an opportunity to enroll in college-level courses and earn both high school and college credit simultaneously, providing students with an opportunity to experience college-level coursework, explore potential career interests, and accelerate their progress toward a college	No	$29,950.00	29,950.00

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		degree. (CA School Dashboard - College and Career Readiness)			
1.4	**1.4.a**	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$147,081.83	56,521.59
1.4	**1.4.b**	English Language Proficiency Assessment for California (ELPAC) Test Administrators to improve outcomes for English Learners.	No	$20,000.00	4,730.30
1.4	**1.4.c**	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$42,933.00	38,226.60
1.4	**1.4.d**	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$49,340.00	7,940.23
1.4	**1.4.e**	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	$1,000.00	1,000.00
1.4	**1.4.f**	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$11,000.00	7,390.24
1.4	**1.4.g**	English Language Proficiency Assessment for California (ELPAC) Testing to improve outcomes for English Learners.	No	$15,930.00	10,156.09
1.4	**1.4.h**	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$38,260.00	5,000.00
1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English	Yes	$41,506.00	41,506.00

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		Learners. (Differentiated Assistance and CA School Dashboard - Academics)			
1.4	**1.4.j**	Early Learning Multilingual Learner Support.to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$0.00	0.00
1.4	**1.4.k**	Long Term English Learner (LTEL)-Development of LTEL courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$150,000.00	0.00
1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	Yes	$82,700.00	66,151.06
1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for	Yes	$6,000.00	678.90

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		English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)			
1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	Yes	$33,554.00	9,727.92
1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	$66,000.00	56,031.72
1.5	**1.5.e**	Preschool Inclusion Staff - Provide staff with specialized training to implement strategies to promote socialization, communication, and skill development while ensuring that children with disabilities or special needs have equitable access to educational opportunities alongside their typically developing peers. (Special Education Study)	No	$238,000.00	112,665.96

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1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)	Yes	$24,470.00	456.57
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$389,556.31	376,484.49
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$7,500.00	7,705.34
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters	Yes	$30,000.00	8,937.33

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)
		collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$85,287.55	47,322.24
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve	Yes	$44,500.00	20,632.25

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		outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$4,000.00	0.00
2.0	**2.0.g**	District English Learner Advisory Committee (DELAC) and Migrant Parent/ Guardian Advisory Council (MPAC) - Support advisory groups within the District that represent the interests of students identified as English Learner and migrant families that play a crucial role in ensuring that the District's policies, programs, and resources effectively support the academic success and well-being of students identified as English Learner and/or migrant. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$3,000.00	340.00
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families	Yes	$12,507.77	12,507.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)			
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$76,425.00	53,925.00
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$64,000.00	22,167.80

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3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$38,000.00	0.00
3.0	**3.0.d**	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$75,550.00	83,391.93
3.0	**3.0.e**	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes	Yes	$33,600.00	10,120.77

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)
		for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$46,192.50	51,538.99
3.0	**3.0.g**	Educational Alternative Placements - Provide specialized educational settings or programs designed to meet the unique needs of students who require alternative approaches to learning due to academic, behavioral, or social-emotional challenges to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate).	No	$195,000.00	195,000.00
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$15,800.00	12,099.74
3.0	**3.0.i**	School Linked Services - Provide collaborative partnerships between schools and community-based organizations that provide comprehensive support and	No	$159,674.00	159,674.00

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)
		resources to students and families to address a wide range of needs to improve student outcomes for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$787,602.37	611,904.23
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)	Yes	$92,000.00	87,994.91
3.0	**3.0.l**	South County Youth Task Force Partnership - Participate in a collaborative effort between various community organizations, government agencies, schools, and stakeholders in the South County region to address the needs and	No	$45,000.00	45,000.00

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)
		challenges faced by youth in the area, such as substance abuse, mental health issues, juvenile delinquency, and academic struggles to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.0	**3.0.m**	Youth Driven Programs Grant - Offer programs that provide mental health and wellness services to children, youth, parents, and caregivers in California with a specific focus on children and youth from African Americans, Asians and Pacific Islanders, Latinos, LGBTQIA+, and Native American communities (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$97,080.00	52,080.00
3.0	**3.0.n**	Community Schools Grant - Transforming schools into hubs that offer a wide range of support services and resources to students, families, and the surrounding community to promote equity, improve academic outcomes, and address the holistic needs of students by providing access to health care, social services, enrichment programs, and other resources that support success for all students, focusing on English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$2,062,500.00	401,825.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	Yes	$121,123.97	121,123.97
3.0	**3.0.p**	School Resource Officer to provide proactive community relations to improve success for all students.	No	$140,400.00	140,400.00
3.1	**3.1.a**	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$57,000.00	21,381.43
3.1	**3.1.b**	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and	Yes	$570,066.00	613,310.93

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)			
3.1	**3.1.c**	Mental Health Infrastructure and Enhancement - Develop and improve facilities, resources, and programs to support mental health in schools, including creating dedicated spaces, investing in technology, increasing professional staff, and building community partnerships to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$1,238,782.00	307,020.64
3.1	**3.1.d**	Elementary Wellness Counselors - Provide specialized professionals who provide mental health and emotional support to help address issues such as anxiety, social skills, and family challenges, promoting a positive school environment and supporting students' overall well-being and academic success to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	No	$404,935.00	412,555.60

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,580,942	$7,510,110.29	$6,171,201.80	$1,338,908.49	1.900%	1.900%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1.0	**1.0.a**	TK-12 Comprehensive Literacy - Development of a comprehensive literacy plan to improve literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$49,325.00	28,014.72		
1.0	**1.0.b**	TK-12 Math Alignment- District-wide mathematics professional development and alignment to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$37,990.00	66,901.60		
1.0	**1.0.c**	Dual Language Immersion (DLI) Program Development and Alignment - The alignment of the dual-language program district-wide to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA Dashboard).	Yes	$25,800.00	28,000.00		
1.0	**1.0.e**	District-wide Assessments - Provide assessment tools for	Yes	$112,777.31	91,958.83		

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		instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).					
1.0	**1.0.f**	Independent Study Program - Provide access to independent study for students who need an alternate pathway to access the instructional program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$310,715.00	126,042.54		
1.0	**1.0.h**	Academic Achievement - Collaborate with school sites in implementing the district goals to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$586,368.08	586,368.08		
1.0	**1.0.l**	School Device Digital Security - Ensure student digital safety and equitable access to digital instructional resources at all school sites to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$74,767.00	80,619.69		
1.0	**1.0.m**	Data Monitoring Tools - Provide access to data monitoring tools for instructional staff to provide data-informed instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Yes	$35,999.50	40,064.00		

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		Disadvantaged students. (Differentiated Assistance - Academics)					
1.0	**1.0.n**	Curriculum and Assessment Professional Development - Provide professional development to instructional staff related to curriculum and assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance - Academics).	Yes	$87,917.00	54,021.22		
1.0	**1.0.o**	New Teacher Induction Support - Provide professional development for new teachers to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$44,615.00	43,590.06		
1.0	**1.0.p**	Teacher Professional Development - Provide professional development for teachers for District alignment of programs and services to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance - Academics)	Yes	$78,372.00	12,767.68		
1.0	**1.0.q**	Program Oversight - Monitor the implementation of district programs to improve student outcomes for Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$163,063.44	124,301.31		

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		(Differentiated Assistance - Academics)					
1.0	**1.0.r**	Digital Programming Support - Provide professional development and licensing for digital programs to improve student outcomes, focusing on equity and access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$29,110.00	12,320.60		
1.0	**1.0.s**	VAPA Plan Support - Provide professional development and access to resources to implement the VAPA Plan to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance - Academics)	Yes	$25,000.00	5,000		
1.0	**1.0.t**	Multi-Tiered Systems of Support - The development of a comprehensive MTSS framework to improve academic, social-emotional, and behavioral outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$12,500.00	0.00		
1.0	**1.0.u**	Targeted Data Analysis to improve programs and responsive instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (Differentiated Assistance, CA Dashboard).	Yes	$0.00	0.00	1.47	1.47

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1.1	1.1.a	K-2 Early Literacy - Provide professional development and curriculum to improve literacy-related academic outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth (Differentiated Assistance and CA Dashboard - Academics).	Yes	$18,660.00	0.00		
1.1	1.1.b	Reading Intervention Teachers - Provide differentiated Targeted/Tier II and Intensive/Tier III reading instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,204,924.64	1,252,229.07		
1.1	1.1.c	Bilingual Paraprofessionals - Under the supervision of the classroom teacher, provide bilingual, differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction for English Learners, Homeless Youth, Foster Youth, and Socioeconomically	Yes	$148,951.30	142,142.08		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)					
1.1	**1.1.d**	MTSS Paraprofessionals - Under the supervision of the Reading Intervention Teacher, provide differentiated Targeted/Tier II and Intensive/Tier III reading or math instruction to elementary students who have not succeeded through Universal/Tier I and Targeted/Tier II classroom-based instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$362,655.90	317,279.69		
1.1	**1.1.e**	Reading Intervention Programming - Provide specialized professional development and instructional materials to the reading intervention staff to address the needs of students receiving Targeted/Tier II and Intensive/Tier III instruction to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$1,575.00	2,918.08		

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	**1.1.f**	Reading Incentive Program - Provide a voluntary, supplemental reading incentive program to engage students in developing life-long literacy skills and close the opportunity gap through school libraries to improve outcomes for English Learners, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics).	Yes	$1,000.00	274.35		
1.1	**1.1.g**	TK-5 Mathematics - Provide professional development in collaboration with outside organizations to enhance instruction leading to the development of foundational math skills and improving student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$35,772.09	38,032.54		
1.1	**1.1.h**	Professional Development and Materials for Elementary Specials - Engage elementary students with content specialized instructors for PE and VAPA as well as providing classroom teachers with time to collaborate on student data and develop responsive instructional plans to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA	Yes	$10,000.00	9,597.00		

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		School Dashboard - Academics, Chronic Absenteeism)					
1.1	**1.1.m**	Elementary Literacy TOSA - Provide targeted professional development and support to teachers on the instruction of foundational literacy skills to improve the outcomes of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (CA School Dashboard)	Yes	$166,262.79	166,068.51		
1.1	**1.1.n**	College and Career Media Technicians - Provide students with equitable access to school library materials and support with utilizing the library tools to locate specific materials to increase literacy outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students (CA School Dashboard - Academics)	Yes	$313,853.49	303,363.29		
1.2	**1.2.a**	Math TOSA - Provide targeted professional development and support to teachers on the instruction of middle school math skills to improve the outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics)	Yes	$153,675.55	166,067.23		
1.2	**1.2.b**	AVID - Provide middle school English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students with	Yes	$33,000.00	14,385.02		

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		skills and support through an elective class, tutoring, and schoolwide strategies to prepare for college and career success. (Differentiated Assistance and CA School Dashboard - Academics)					
1.2	**1.2.c**	Cal-SOAP Support - Provide middle school students access to a program designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.The program provides academic tutoring, college and career counseling/coaching, and various outreach activities to help students find success in middle school and create a path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Yes	$10,000.00	10,000		
1.2	**1.2.d**	College and Career Readiness - Provide activities to help middle school English Learners, Foster Youth, and Socioeconomically Disadvantaged students get ready for high school, college, and future jobs through visiting colleges, exploring different careers, getting help with schoolwork, learning how to manage time, and preparing for important tests. (Differentiated Assistance - Academics)	Yes	$20,000.00	1,858.65		
1.2	**1.2.g**	Middle School Counselors- Provide a proactive program	Yes	$537,064.90	532,432.41		

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		that engages students and includes leadership, advocacy, and collaboration with school staff, and community/family members in the delivery of programs and activities to help students achieve success, focusing on English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students.(Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension)					
1.3	**1.3.a**	Career and Technical Education (CTE) Professional Development and Stipends - Provide professional development and extra hours for CTE staff to support the CTE program to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Yes	$10,000.00	0.00		
1.3	**1.3.b**	AP Capstone - Allow English Learners, Socioeconomically Disadvantaged, and Foster Youth to explore academic topics in depth, conduct research, collaborate with peers, and develop critical thinking and communication skills. (CA Dashboard - Academics)	Yes	$12,000.00	0.00		
1.3	**1.3.c**	Equal Opportunity Schools (EOS) - Provide students access to Equal Opportunity Schools to ensure that students, regardless of race or socioeconomic status, have	Yes	$30,000.00	30,000		

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		equitable access to rigorous academic programs through data analysis, outreach, and support. EOS aims to close opportunity gaps and increase the representation of English Learners, Socioeconomically Disadvantaged, and Foster Youth in challenging coursework. (CA School Dashboard - Academics)					
1.3	**1.3.d**	Freshman on Track - Provide ninth-grade students support to stay on track academically and socially during their first year of high school. The program includes tracking students' progress in attendance, course performance, and behavior and providing targeted interventions and support to English Learners, Socioeconomically Disadvantaged, and Foster Youth who may be at risk of falling behind or disengaging from school. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$26,575.00	18,915.90		
1.3	**1.3.f**	AVID - Provide students with preparation for college and career success by teaching skills such as critical thinking, organization, and study strategies by offering them support through an elective class, tutoring, and mentorship, while also promoting a schoolwide culture of high expectations and college readiness. Improving	Yes	$37,000.00	31,698.86		

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		outcomes for English Learners, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth. (Differentiated Assistance and CA School Dashboard - Academics)					
1.3	**1.3.g**	Credit Recovery - Provide English Learners, Socioeconomically Disadvantaged, and Foster Youth who have failed or missed courses the opportunity to retake and earn credits needed for graduation including, but not limited to, online courses, summer school, after-school programs, and individualized learning plans to help students stay on track for graduation. (Differentiated Assistance and CA School Dashboard - Academics, College and Career Readiness, Graduation Rates)	Yes	$5,000.00	325.00		
1.3	**1.3.h**	CalSOAP - Provide high school students access to a state initiative designed to increase the accessibility of postsecondary education for English Learners, Foster Youth, and Socioeconomically Disadvantaged. The program provides academic tutoring, college and financial aid advising, and various outreach activities to help students navigate the path to college. (CA School Dashboard - College Career Readiness, Graduation Rate)	Yes	$87,000.00	81,182.00		

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1.3	**1.3.i**	Professional Development for Academic Counselors - Keeping Academic Counselors updated on educational trends, enhancing their ability to support English Learners, Socioeconomically Disadvantaged, and Foster Youth academically and emotionally, and ensuring compliance with legal and ethical standards ultimately leading to better student outcomes by improving the quality and effectiveness of counseling services. (Differentiated Assistance and CA School Dashboard - Academics, Career and College Readiness, Graduation Rate)	Yes	$5,000.00	3,016.00		
1.3	**1.3.j**	Post Secondary Tracking - Monitor educational and career outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students after high school, helping schools evaluate the effectiveness of programs, inform policy decisions, and provide ongoing support to alumni. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	$5,000.00	0.00		
1.3	**1.3.n**	State Seal of Biliteracy - Implement and support the Seal of Biliteracy for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard - Academics,	Yes	$5,000.00	285.00		

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		Career and College Readiness)					
1.3	**1.3.o**	State Seal of Civic Engagement - Provide access to English Learners, Foster Youth, Socioeconomically Disadvantaged students who have demonstrated a commitment to active citizenship and community involvement. This recognition highlights students' dedication to civic responsibility, leadership, and service, encouraging them to become engaged members of their communities and contributing positively to society. (CA Dashboard - Academics, Career and College Readiness)	Yes	$9,330.00	0.00		
1.3	**1.3.p**	College Visits - Provide an opportunity for English Learners, Foster Youth and Socioeconomically Disadvantaged students to explore a college or university campus to help students make informed decisions about where to pursue their higher education and provide valuable insights into campus life, academic programs, and student support services. (CA School Dashboard - College and Career Readiness, Graduation Rate)	Yes	$3,000.00	3,254.46		
1.4	**1.4.a**	English Language Development Teacher on Special Assignment to improve outcomes for English Learners (Differentiated Assistance and	Yes	$147,081.83	56,521.59		

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		CA School Dashboard - Academics).					
1.4	**1.4.c**	English Learner Facilitators to improve outcomes for English Learners (Differentiated Assistance and CA School Dashboard - Academics).	Yes	$42,933.00	38,226.60		
1.4	**1.4.d**	Professional Development- English Language Development to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$49,340.00	7,940.23		
1.4	**1.4.e**	Multilingual Achievement Ceremony to improve outcomes for English Learners	Yes	$1,000.00	1,000.00		
1.4	**1.4.f**	Constructing Meaning Implementation. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$11,000.00	7,390.24		
1.4	**1.4.h**	Professional Development to implement English Language Development (ELD) Curriculum.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	$38,260.00	5,000.00		
1.4	**1.4.i**	English Learner- Data Analysis to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)	Yes	$7,506.00	7,506.00		
1.4	**1.4.j**	Early Learning Multilingual Learner Support.to improve outcomes for English Learners.(Differentiated Assistance and CA School Dashboard - Academics)	Yes	0.00	0.00	.43	.43
1.4	**1.4.k**	Long Term English Learner (LTEL)- Development of LTEL	Yes	$150,000.00	0.00		

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		courses and supplemental materials to improve outcomes for English Learners. (Differentiated Assistance and CA School Dashboard - Academics)					
1.5	**1.5.a**	Inclusion PD and Coaching - Provide educators with training and ongoing support to effectively implement inclusive practices in the classroom, ensuring that students, including those with diverse learning needs, are fully supported and included in the learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (Differentiated Assistance and CA School Dashboard - Academics; Special Education Study)	Yes	$82,700.00	66,151.06		
1.5	**1.5.b**	Committee to create and implement a District-wide Inclusion Framework - Develop a comprehensive plan implemented across the school district to promote inclusive practices and support the diverse needs of all students including strategies for curriculum design, instructional practices, assessment methods, professional development, parent and community involvement to ensure access to a high-quality education to improve outcomes for English	Yes	$6,000.00	678.90		

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		Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)					
1.5	**1.5.c**	Behavior De-escalation Training - Provide training to equip educators and school staff with strategies and techniques to effectively manage and defuse challenging behaviors in students to create a safe and supportive learning environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Suspension Rate)	Yes	$33,554.00	9,727.92		
1.5	**1.5.d**	Classified Inclusion Staff - Provide specialized staff to ensure that students receive appropriate accommodations and support to participate fully in the general education curriculum to improve outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA School Dashboard - Academics, Special Education Study)	Yes	$66,000.00	56,031.72		
1.5	**1.5.f**	Paraprofessional Professional Development - Provide training and educational opportunities	Yes	$24,470.00	456.57		

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)
		for paraprofessionals to enhance their skills, knowledge, and effectiveness in supporting student learning and classroom instruction to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students dually identified as Students with Disabilities. (CA Dashboard - Academics, Suspension)					
2.0	**2.0.a**	School Site Bilingual Community Liaisons - Provide staff members who serve as a bridge between the school and non-English-speaking families, facilitating effective communication and engagement to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$389,556.31	376,484.49		
2.0	**2.0.b**	Community Liaison Professional Development - Provide training programs designed to enhance the skills and effectiveness of community liaisons in schools, including communication skills, cultural competency, conflict resolution, and strategies for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Yes	$7,500.00	7,705.35		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
2.0	**2.0.c**	Family and Community Engagement Center - Provide a dedicated space that fosters collaboration between the district, families, and the broader community through workshops, resources, and activities that promote active family involvement in education to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$30,000.00	8,937.33		
2.0	**2.0.d**	Family and Community Engagement Center Lead - Provide a staff member to manage and coordinate the activities and services of the Family and Community Engagement Center, including organizing workshops and events, providing resources and support to families, facilitating communication between the school and the community, and fostering strong partnerships to enhance student success and create an inclusive school environment to improve outcomes for English Learners, Foster Youth, and Socioeconomically	Yes	$85,287.55	47,322.24		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
2.0	**2.0.e**	Parent/Guardian Education - Provide parents and guardians with the knowledge and skills to support their children's academic and social-emotional development, including workshops, informational sessions, and resources on topics such as effective parenting strategies, navigating the school system, helping with homework, and fostering positive behavior and communication at home to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$44,500.00	20,632.25		
2.0	**2.0.f**	Family and Community Engagement Plan Implementation - Put into action strategies and initiatives outlined in the plan to foster collaboration between the District, families, and the broader community; this includes executing activities such as workshops, events, and outreach efforts designed to promote family involvement, strengthen partnerships, and enhance student success to improve outcomes for English	Yes	$4,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Learners, Foster Youth, and Socioeconomically Disadvantaged students.(CA School Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
2.0	**2.0.h**	Support for Family and Community Engagement - Collaborate with school sites in implementing the district goals for engaging families and the community to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (CA Dashboard)	Yes	$12,507.77	12,507.77		
3.0	**3.0.a**	District Climate and Culture Surveys - Provide tools to gauge the overall perceptions, attitudes, and experiences of students, parents, teachers, and staff regarding the school environment, including safety, inclusivity, respect, communication, and support systems, and aim to identify areas of strength and areas for improvement within the district's climate and culture to improve student outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$76,425.00	53,925.00		
3.0	**3.0.b**	School Culture and Climate Supports and Training - Provide training and resources	Yes	$64,000.00	22,167.80		

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)
		aimed at fostering a positive and inclusive school environment, including professional development, behavioral supports, community-building activities, cultural competency training, and wellness initiatives to promote academic success, social-emotional development, and well-being to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
3.0	**3.0.c**	Collaborative Partnerships for Comprehensive Social-Emotional Support - Build alliances between schools, community organizations, and mental health agencies to provide holistic support for students' social and emotional well-being to offer a range of services and resources, including counseling, mentoring, family support, and community-based programs, to address the diverse needs of students to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics,	Yes	$38,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Chronic Absenteeism, Suspension, Graduation Rate)					
3.0	**3.0.d**	Student Health and Wellness Curriculum - Provide a structured program designed to promote the physical, mental, and emotional well-being of students to provide students with the knowledge, skills, and resources they need to make informed decisions and adopt healthy behaviors to improve student outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$11,550.00	11,550.00		
3.0	**3.0.e**	Foster and Homeless Support - Provide assistance and resources to students who are in foster care or experiencing homelessness to ensure they have access to a stable and supportive learning environment to improve outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$18,600.00	0.00		
3.0	**3.0.f**	Facilitate communication with educational partners and support decision-making processes to improve student outcomes for English Learners, Foster Youth, and	Yes	$46,192.50	51,538.99		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					
3.0	**3.0.h**	School Safety assessment to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$15,800.00	12,099.74		
3.0	**3.0.j**	CARE Program - Provide staff to form collaborative partnerships between families and community-based organizations that provide comprehensive support and resources to improve student outcomes for Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$787,602.37	611,904.23		
3.0	**3.0.k**	Student Engagement and Attendance - Initiatives focused on promoting active participation in learning activities and ensuring regular student attendance including creating a positive and supportive school environment where students feel motivated, connected, and valued to improve student outcomes for English Learners, Foster Youth and Socioeconomically	Yes	$92,000.00	87,994.91		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism)					
3.0	**3.0.o**	Site Support for Student Engagement, Social Emotional Learning, and School Climate - Collaborate with school sites in meeting the district goals for improving student engagement, social emotional, and school climate to improve student outcomes for English Learners, Foster Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard -Chronic Absenteeism).	Yes	$121,123.97	121,123.97		
3.1	**3.1.a**	Provide Support and Professional Development for staff at Wellness Centers and Spaces - Ensure staff have the skills and knowledge to effectively meet the needs of students and improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)	Yes	$57,000.00	21,381.43		
3.1	**3.1.b**	Provide Licensed and Associate Mental Health Professionals to support wellness - Staff with expertise in diagnosing and treating mental health issues, offering counseling and therapy, and	Yes	$22,000.00	22,000		

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)
		developing individualized support plans to ensure that students have access to timely, professional mental health care, which can improve their emotional well-being, academic performance, and overall quality of life to improve outcomes for English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged students. (Differentiated Assistance and CA Dashboard - Academics, Chronic Absenteeism, Suspension, Graduation Rate)					

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
85,435,752	7,580,942	1.277%	10.150%	$6,171,201.80	1.900%	9.123%	$877,475.47	1.027%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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